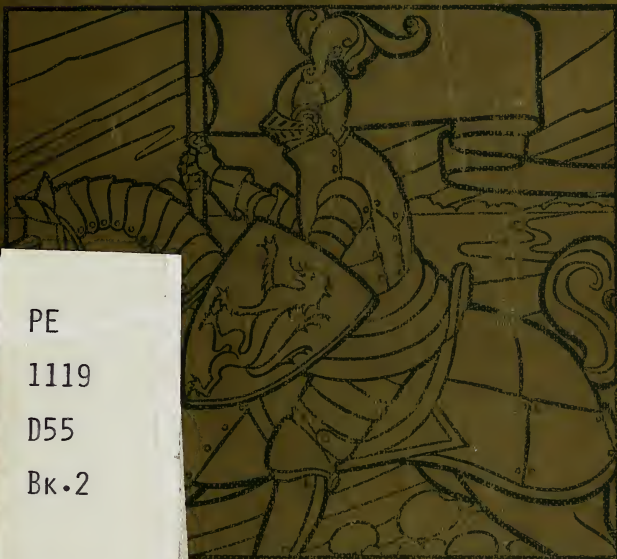


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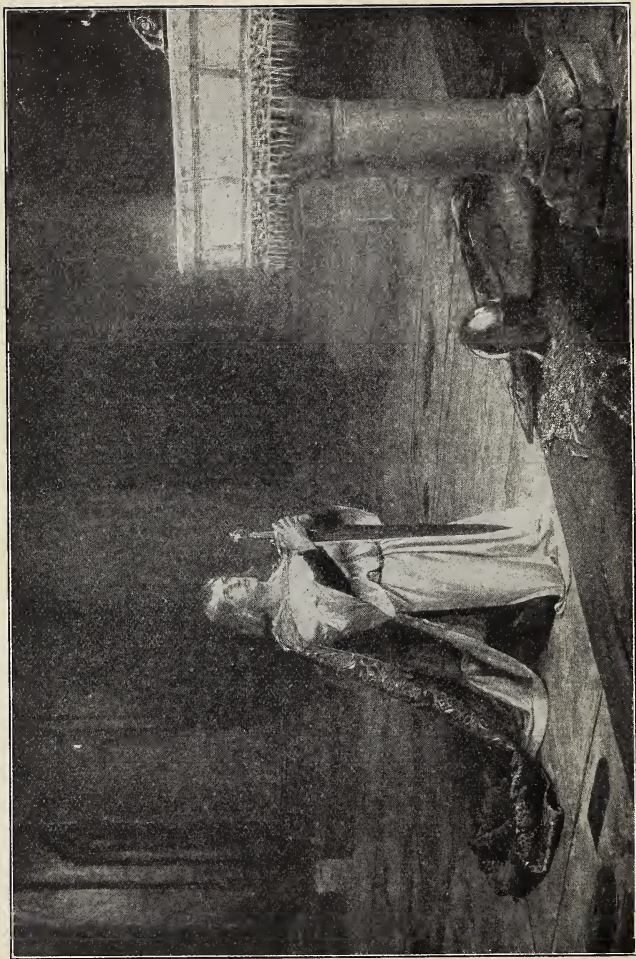
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THE VIGIL

LEARNING TO SPEAK AND WRITE

BOOK II

GRADES V, VI, VII, AND VIII

BY

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AUTHORIZED FOR USE IN THE PUBLIC SCHOOLS OF
ALBERTA, BRITISH COLUMBIA, AND NEW BRUNSWICK

TORONTO

THE EDUCATIONAL BOOK COMPANY, LIMITED

1930

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TO THE TEACHER

Loosely classified according to their intelligence, the pupils in the ordinary schoolroom fall into three groups: the below-average, the average, and the above-average. The average minds make up much the largest group. Because of this, and because the average and below-average work slowly, needing constant help and supervision, the teacher spends a large proportion of her time with them.

The above-average mind is the most valuable single asset of the race. Yet it is safe to say that many of this class are hindered rather than helped in school, because the teacher is forced to let them lack meat while she feeds the average and the below-average.

The lessons and exercises in this book have been selected and arranged with this fact in mind. Half the work suggested for each grade should be worked through by the average class under the instruction and supervision of the teacher. The remaining half has been deliberately designed to tempt pupils of brain and ambition.

It is not, therefore, either expected or desired that any class should work through *all* the exercises suggested for any grade. The lessons and exercises dealing with facts and skills required by the Course of Study should be covered thoroughly. Beyond that, the material is arranged to afford the greatest possible latitude in choice to both teachers and pupils.

Even the average pupil should never, in composition, be set down to the thirteen exercises in thinking

suggested for Grade V, for example, and be required to work through them, as if they were practice exercises in arithmetic. Rather, after the teacher has given the instruction lesson, the class should be assigned the group of exercises, each member being allowed to choose the particular one which he wishes to work out.

In short, from the point of view of the author, it is of no importance whatever that any child should do *all* the exercises in this book, but it is very important that every child should have the opportunity to do *any* that he wishes to do.

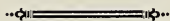
It is a pleasure as well as a duty to acknowledge here my deep indebtedness to Miss Margaret MacKinly of the Edmonton City Staff. During two years, Miss MacKinly, with her class, read and tested exercises for this book, and she has generously given many original ideas to be used in it.

D. J. D.

Calgary, July 1, 1924.

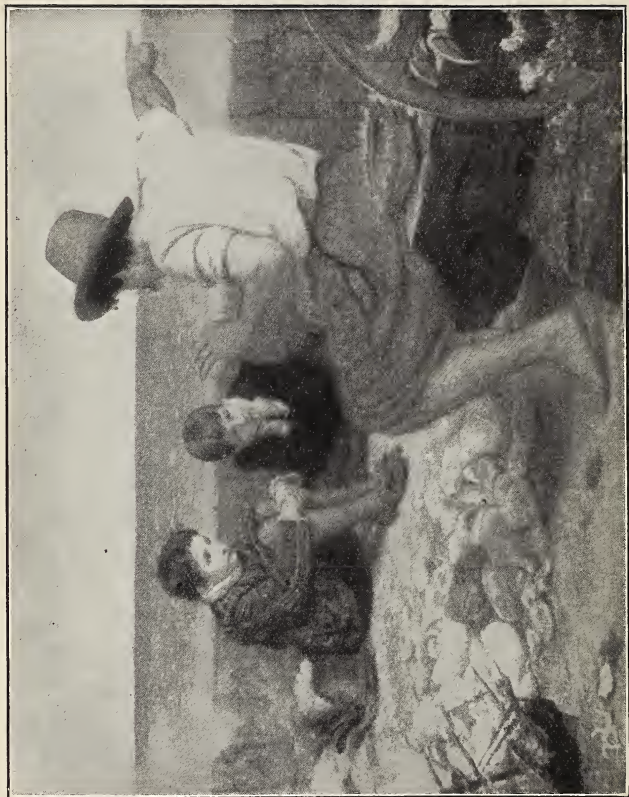
CONTENTS

	PAGE
SUMMARY OF BOOK I	9
GRADE FIVE	13
GRADE SIX	50
GRADE SEVEN	111
GRADE EIGHT	155
APPENDIX: SUMMARY OF PUNCTUATION	207
INDEX	215



ILLUSTRATIONS

THE VIGIL— <i>Pettie</i>	<i>Frontispiece</i>
THE BOYHOOD OF SIR WALTER RALEIGH— <i>Millais</i>	8
THE ESCAPED COW— <i>Dupré</i>	12
ROBIN HOOD	19
THE SONG OF THE LARK— <i>Breton</i>	52
HOLY NIGHT— <i>Correggio</i>	101
THE HAYMAKERS— <i>Dupré</i>	110
AVENUE OF TREES, MIDDELHARNIS— <i>Hobbema</i>	154
THE HORSE FAIR— <i>Bonheur</i>	214



THE BOYHOOD OF SIR WALTER RALEIGH

— *Millais*

LEARNING TO SPEAK AND WRITE

BOOK II

SUMMARY OF BOOK I

The lessons and exercises given in Part I, covering the work suggested for Grades I, II, III, and IV, are:

Thinking:

Grade I: Practice in thinking consciously.

Grade II: Thinking two thoughts.

Grade III: Thinking three thoughts.

Grade IV: Thinking a group of thoughts.

Vocabulary:

Grade I: Elimination of use of *aint* and of wrong uses of *seen* and *done*.

Grade II: Correct uses of *were*, *doesn't*, *he* and *I*.

Grade III: Correct use of *those*, the negative, *did* and *done*.

Grade IV: Learning new words.

Breathing, Enunciation, and Observation Exercises:

These are arranged for each grade.

Speaking:

Grade I: Practice in using the complete sentence.

Grade II: Speaking in sentences (omitting *and*).

Grade III: Telling a story. Making a play.

Grade IV: Telling how to do things.

Writing:

Grade I: Writing sentences with capital letters and periods.

Grade II: How to write questions. Capital letters for proper names.

Grade III: Writing commands. Capital letters in titles and verses. How to make a verse. Writing letters.

Grade IV: Writing abbreviations and possessives. Three kinds of sentence. Writing conversation (commas and quotation marks).

Verses to Learn:

Grade I: Six simple poems for reading and memory.

Grade II: Eight poems for reading and memory.

Grade III: Six lyrics from modern writers for memory.

Grade IV: Six longer poems.

Stories to Tell:

Grade I: Five very simple stories for reading and reproduction.

Grade II: Six fables suitable for three- or four-sentence reproduction.

Grade III: Eight short stories for telling and acting.

Grade IV: Five classic stories for telling, acting, and written reproduction.

Pictures to Study:

The work for each grade contains one full page picture, and, in addition, several small pictures which may be used as a basis for language work.

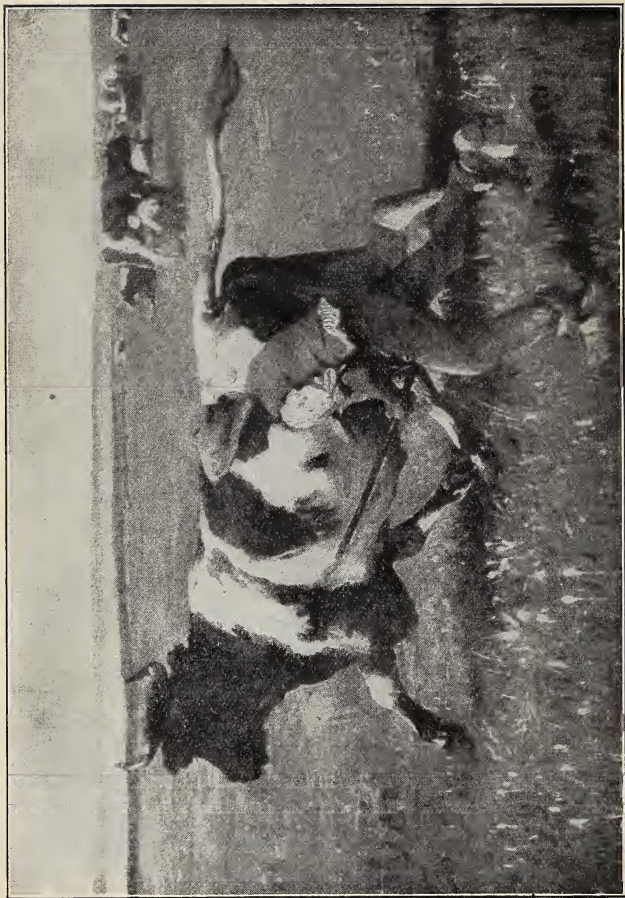
REST

REST is not quitting
The busy career;
Rest is the fitting
Of self to one's sphere:

'Tis the brook's motion,
Clear without strife;
Fleeting to ocean,
After its life:

'Tis loving and serving
The highest and best;
'Tis onward, unswerving,
And this is true rest.

—J. W. GOETHE.



THE ESCAPED COW

—Dupré

GRADE FIVE

LEARN TO THINK

You have been learning to collect a group of thoughts about a topic. Now you should learn to select the most important thought in your group, so that you may put it in the important place in your composition.

Examine the picture opposite:

1. *Jot down* the first six thoughts that come into your mind as you look at it.

Examine your list of ideas. Select what seems to you to be the best thought. Place it first and arrange the others after it in the order of their interest.

Tell in a few sentences of an adventure you have had with a cow. Which is the most important thought in your story?

Make up a three-sentence story about the boy in the picture.

2. *Memorize this poem:*

PIPPA'S SONG

The year's at the spring,
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn:
God's in His heaven—
All's right with the world!

—ROBERT BROWNING.

Recite the poem aloud to yourself many times.

Which is the *most beautiful thought* in the poem?

Which sentence gives you the *prettiest picture*?

3. *Mark with one line* the most useful word, and with two lines the most beautiful word in each of these sentences:

(a) He leadeth me beside the still waters.

(b) Hark! the lark at heaven's gate sings.

(c) There was a windmill, too, with a poor, low, clay-built cottage beside it.

(d) The starred and stately night seemed haughty dames in jewelled velvets.

(e) For now the fields were spread with growth and the waters clad with sunshine.

4. *Choose one scene* for dramatizing from each of these stories; give the reason for your choice:

Cinderella

Stories of Arthur

Puss-in-Boots

Robin Hood

The Half-Chick

Beowulf

5. *Write down the names* of ten stories that you have read. State who is the hero, or who the heroine, of each. In each case, tell why you think that that person is the hero or the heroine.

6. *Read this story through carefully:*

GOOD SAINT NICHOLAS

Good Saint Nicholas was a wealthy citizen of Patras. Even while he was a child, he thought more of doing good than of playing games. When his father died and left him all his gold, Saint Nicholas made up his

mind that he would use the money to make happy as many people as he could.

There lived in Patras a poor but honest nobleman who had three daughters. The young women were of an age to marry. They were beautiful, but no one sought them, because they had no dowries. They were all very unhappy.

Good Saint Nicholas heard of their trouble. It was Christmas Eve. All the world except the household of the poor nobleman was full of joy. Saint Nicholas wished to do something to help them. He took a large lump of gold, wrapped it in a cloth and, going secretly to the nobleman's house, threw it down the chimney.

In the morning the poor nobleman found the gold, and, thanking God, he took it up and presently married his daughters very happily to worthy husbands. Thus began our custom of giving gifts upon Christmas Eve.

Which is the most important thought in the story?

Where is it placed in the story?

Can you give a reason for placing it there?

Tell this story to your mother to-night.

THREE WAYS OF COLLECTING THOUGHTS

You can gather a group of thoughts in several ways. When you have your group together, always *mark the most important*.

FIRST.—You can gather a great many ideas by *observation*. It is, therefore, very important to have quick *eyes and ears*. Practise these exercises often:

1. Name correctly all the colors that you can see from where you are.

2. Let one of the pupils write on the blackboard a short sum and quickly erase it. Give the answer.

3. Let each pupil in turn stand and quickly do *four things*. Tell what each did.

4. Let each pupil in turn hum a tune. Name each tune.

5. Learn how to find the north by day or night.

6. *Watch and prepare to tell in order* what is done when: baby cries, the cat washes herself, a cow gets up, a rabbit runs, etc.

7. *Study the map of Canada* for five minutes; then, fill in an outline map with cities, rivers, gulfs, lakes, or products, etc.

8. Let one pupil stand and act the part of a character in a story. Watch and tell who is represented.

9. *Name every bird-call* that you hear, every weed or flower or tree that you find.

10. *Keep a weather chart*.

SECOND—You can collect ideas from **memory**. When your group of ideas has been assembled, *mark the most important*.

1. *Recall and tell five things* about a place that you have visited.

2. *Tell three things* that happened on your first day at school.

3. *List the five most important things* that happened in any story that you have read.

4. *Describe the view* from your bedroom window.

5. *Tell just what your grandmother* (or other relative) looks like.

6. *Name ten important things* that you have learned about Canada.

7. *Explain exactly how to go from:* your home to school, school to town, Saskatoon to Vancouver, Winnipeg to Halifax.

8. *Name all the articles* that are in: the church, your dining-room, your garden, your desk. See who will remember the most.

9. *Tell five things that you remember* about each of these people: Samson, King Alfred, The Prince of Wales, Silverlocks, Lloyd George, Drake, Napoleon, Florence Nightingale, Sir Wilfrid Laurier, Frontenac.

10. *Tell the class the funniest thing* that you ever saw happening.

THIRD.—You can collect ideas also from *imagination*.

1. *Draw a map* of a place that you have never seen, as: Vancouver, Ottawa, New York.

2. *Make a sketch of an imaginary animal*, as: merman, centaur, griffin, dragon.

3. *Prepare ten sheets of paper* by pressing a drop of ink in the fold of each. Pass each sheet to each pupil in turn. Let the pupils write down what each picture reminds them of.

4. *From the letters a, e, i, r, l, p*, make as many words as you can in ten minutes.

5. *Write five words* to rhyme with each of these: fame, fair, rose, song, gloom, wave, dream, true, sweet, star, hush, trip, pale, free, play, grass, fire.

6. *Make as many sentences as you can in half an hour, each sentence containing a word from each of the following three groups; e.g., play, house, day—I shall play in the house to-day:*

cup	money	piece
sing	watch	forest
dream	gray	goose
star	dawn	thief
Robin	hush	free
boy	tried	sail
shatter	hoarse	hope

7. *Complete these mysterious sentences:*

A voice ———. He would not ———.
 Oh! spare us ———. On a fair morn ———.
 With much groaning ———. The door opened ———.
 I heard behind me ———. A cry ———.

8. *Make up a short detective story about:*

a boy who was accused of breaking a plate
 a lost purse
 a man who had forgotten his name
 two children who had run away
 an empty house

ROBIN HOOD AND GUY OF GISBORNE

Good morrow, good fellow, said Robin so fair,
 Good morrow, good fellow, quoth he:
 Methinks by this bow thou bearest in hand
 A good archer thou shouldst be.

I seek an outlaw, the stranger said,
 Men call him Robin Hood;
 Rather I'd meet with that proud outlaw
 Than forty pounds so good.



ROBIN HOOD AND GUY OF GISBORNE

And when I'm called by my right name
I am Guy of good Gisborne.
I am Robin Hood of Barnesdale
Whom thou so long hast sought.

To see how these yeomen together they fought
Two hours of a summer's day;
Yet neither Robin nor Sir Guy
Them fettled to flee away.

Robin was reachles on a root,
And stumbled at that tide;
And Guy was quick and nimble withal
And hit him o'er the left side.

Robin thought on our lady dear,
And soon leaped up again,
And strait he came with backward stroke
And he Sir Guy hath slain.

He took Sir Guy's head by the hair
And sticked it on his bow's end.
Thou hast been traitor all thy life,
Which thing must have an end.

*Read this poem to yourself. It is called a **ballad**. A ballad is a poem which tells a story. Look up any of the words that you do not know. Read the ballad aloud to the class. Tell the story in your own words. Write the story in a paragraph.*

Make a booklet about Robin Hood. Put in it all the facts, stories, and poems about him that you can find.

Make up a story about him to put in your book.

Make up some verses to put in it also.

Write a paragraph about each of his men.

Write a short account of his life.

Write a paragraph describing his character.

Collect some pictures of him to put in your book.

Illustrate the book with drawings of bows, arrows, quivers, staves, etc.

THE PARAGRAPH

Examine these sentences:

After various lesser mishaps, Meg was finished at last, and by the united exertions of the family, Jo's hair was got up and her dress on. They looked very well in their simple suits; Meg in a silvery drab, with a blue velvet snood, lace frills, and the pearl pin; Jo in maroon, with a stiff, gentlemanly linen collar and a white chrysanthemum or two for her only ornament. Each put on one nice light glove, and carried one soiled one, and all pronounced the effect "quite easy and fine." Meg's high-heeled slippers were very tight, and hurt her, though she would not own it, and Jo's nineteen hairpins all seemed stuck straight into her head, which was not exactly comfortable; but, dear me, let us be elegant or die!

From *Little Women*.

—LOUISA M. ALCOTT.

Who were these girls? In this selection the author describes them as *getting ready for a party*. The first sentence tells that they had trouble in getting ready for the party; the second tells what they wore to the party; the third tells how they wore their gloves to the party; the fourth tells of their sufferings in their party clothes.

A group of sentences each of which tells about the same thing is called a **paragraph**. The *paragraph* should contain all that we wish to say upon one point. The beginning of a paragraph is set back a little from the margin. This is called **indenting**. Always *indent* your paragraphs; it shows the reader when you have finished one topic and are ready to begin another.

PARAGRAPH EXERCISES

1. *Examine three paragraphs* in your Reader. What is the important idea in each? Is each sentence about it?

2. *Read any short poem* in your Reader. Write in your own words the thoughts in each stanza. Do they make true paragraphs?

3. *Re-read any story* which you have enjoyed. Select from each paragraph the most important thought; jot down the list.

4. *Choose the three stories* that you like best. Read them over and choose the best paragraph from each.

5. *What four thoughts* would you put in a paragraph about:

a piece of cake

milking

skipping

hunting eggs

6. *What is the important thought* in the picture at the beginning of this chapter? Write a paragraph about it. Make certain that each sentence tells about the thought.

7. *What is the most interesting thing* about the boy? Write a paragraph about him.

8. These ideas are taken from two paragraphs on the Chimney Swallow; *sort them* into two groups:

The swallow lays from four to six eggs.

She is a pattern of industry.

She builds her nest about mid-May.

The nest is built in a chimney.

She does not build in the chimney shaft.

She is very affectionate.

She spends the whole day skimming about.

The young are hatched at the end of June.

She catches innumerable insects for them.

A FABLE

A wagoner was once driving a heavy load along a very muddy road. At last he came to a place where the wheels sank to the hubs in the mire; the more the horses pulled the deeper sank the wheels. The wagoner threw down his whip, knelt, and prayed to Hercules the Strong; "O Hercules, help me in this my hour of distress," quoth he. Hercules appeared to him and said, "Tut, man, don't sprawl there. Get up and put your shoulder to the wheel." The wagoner did so and soon had his wagon out of the mud.

—Æsop.

Examine this paragraph story carefully. Notice that, though longer, it is of the *same pattern* as a three-sentence story.

That is:

Sentence 1 tells what happened first.

Sentences 2, 3, and 4 tell of small things that happened on the way to the climax in

Sentence 5, which tells the most exciting thing that happened.

Sentence 6 tells what happened in the end.

This is the way in which *paragraph stories* are usually told. Tell paragraph stories about:

The Lion and the Mouse
The Boy who cried Wolf
The Dog and his Shadow
King Arthur
Robin Hood
William Tell

VOCABULARY EXERCISES

1. Make a list of all the words that you know that tell time.
2. Make another list of words that name relations.
3. How many words do you know that name part of the universe, as: sun, planet, etc.?

4. Make a list of all the words that show possession, as: my, yours, etc.

5. *Make each of these people do something suitable:*

a fat man	a sly fox
a dark-faced Spaniard	a greedy boy
a gray-haired woman	a ragged child
the Arab	a tired swimmer
a singing brook	a beautiful cat
a panting dog	a screaming baby

6. *Lengthen your sentences by telling how each of them did it.*

7. *Look up the meaning of "alliterate."* Make lists of words that alliterate with: sing, roam, happy, friend, bloom, crest, brave.

8. *Choose words that have the same vowel sounds as:* gay, half, tree, gosling, change, pound, penny, full, float, stern.

9. *Find rhymes for:*

wet	corn	valleys	doff	grace	dust
bark	lawns	rose	faith	learn	mood
flowers	close	love	shrine	asleep	heart

10. *Compare each of these subjects with three different things:*

Daffodils are yellow as ———.

Shadows flit like ———.

The breeze whispers like ———.

The twilight falls as softly as ———.

The fields are green as ———.

Clouds like ———.

The stars twinkle like ———.

11. *Mention as many things as you can which are to be found in:* a village, lake, kitchen, farmyard, church, gymnasium, forest, railway station, city, theatre.

12. *Select three suitable words to describe each of these:* an apple tree, a daffodil, a garden, a pink, a bee, a blue-bird, a street-car, the milkman, the postman, the doctor, the weather, a horse-shoe.

13. *Tell in a single word what you do at:* the lake, circus, church, library, farm, grocery store, camp, blacksmith shop, school, post-office, bank, seaside.

14. *Write a sentence using correctly each of these words:* cried, shouted, giggled, shrieked, yelled, called, screamed, laughed, hooted, jeered, argued, sobbed, objected, smiled, whispered, muttered, scowled, coughed, tittered, prayed.

15. *Read this stanza:*

THE LADY OF SHALOTT

A bow-shot from her bower-eaves,
He rode between the barley sheaves,
The sun came dazzling thro' the leaves,
And flamed upon the brazen greaves
Of bold Sir Lancelot.
A red-cross knight forever kneel'd
To a lady in his shield,
That sparkled on the yellow field,
Beside remote Shalott.

—ALFRED, LORD TENNYSON.

Underline each of the new words in this stanza. Look up the meaning of each in the dictionary. Use them in making a stanza about a knight.

16. *Read this story of Robin Hood to yourself:*

ROBIN HOOD WINS THE GOLDEN ARROW

The sheriff of Nottingham proclaimed a great shooting match in fair Nottingham town, offering as the prize a cunningly-wrought arrow with a golden head and a shaft of white silver. He really arranged the match in the hope that Robin Hood would come to it, and that he might take him, for Robin was an outlaw who had escaped the sheriff a great many times.

Robin and his men heard of the match, and they agreed to disguise themselves as yeomen, tinkers, tanners, and beggars, and to be even with the sheriff once again. Robin dressed himself in a tattered scarlet coat and placed a black patch over one eye. All that sunshiny morning they spent amid shouts of laughter dyeing their beards and disguising their Lincoln green.

At Nottingham the archery butts lay outside the town, in a green and level field. On one side upon the sloping banks sat the poorer people, and on the other was a gallery shaded from the sun, where sat the sheriff, the barons, knights, and ladies fair. Heralds with trumpets announced the beginning of the sports.

All the outlaws save Robin scattered through the crowd, and none knew them. The sheriff looked for the Lincoln green in vain. "Dost thou see Robin Hood among the archers," he asked of the trumpeter. "Nay, truly I see him not, your worship. The bold outlaw's beard is golden as the setting sun, but none here has a beard save that ragged stranger in scarlet with but one eye, and his beard is brown." "He is a cowardly knave and durst not come," said the sheriff.

Meanwhile the archers were shooting. The four targets were well spotted with shafts, yet none had hit the inner circle. Only five archers were left to shoot, and at last only two: Roger of Thistlebury and the ragged stranger. Roger planted his shaft but the breadth of a groat from the centre. "That shot can ne'er be mended," shouted the sheriff. "A fair shot, Roger," quoth the

stranger, "hadst thou but allowed for the breeze thy shaft would have pinked the clout," and, taking up his great bow, the one-eyed archer let fly his shaft with seeming carelessness. Gaping with open mouths and eyes, the people saw his arrow split the centre of the target. "Here is the prize, brave archer," quoth the sheriff, "thou hast fairly won it."

On the morrow, as the sheriff sat at dinner with his guests, he praised loud and long the shooting of the scarlet stranger. "In good sooth," said the bishop, "I never saw bow wielded like yon. Roger of Thistlebury is but a five years' child beside him." "I am sore grieved," went on the sheriff, "that that green knave, Robin Hood, was not there. The Scarlet Beggar would have taught him a lesson which———" At the word an arrow whizzed through the window, striking the roast of meat. A servant tore a strip of bark from the arrow and read: "Robin Hood's thanks for the golden arrow." The sheriff dropped back in his chair overcome with shame and anger.

Practise reading this story aloud to the others.

Mark any new words.

Look up their meanings in the dictionary.

Tell the story to your father and the others at home.

Write the story in your own words.

Write the story in verses; make a ballad of it.

Imagine and tell what the sheriff did next.

SENTENCE PRACTICE

1. *Write the common abbreviations for:*

Mister	captain	lieutenant
Mistress	governor	colonel
doctor	professor	Reverend

2. *Write a sentence using each abbreviation correctly.*

3. *Write sentences* using the names of the following people correctly: your mother, your father, the doctor, the minister, the mayor of the town, a captain, your sister, your little brother, a great man and a great woman of whom you have read.

4. *Write an interesting sentence* using each of these phrases:

a perilous trip	cabbages and kings
the English language	in their hour of need
over the river	skulking in the underbrush
a shower of bullets	brave defenders
a tattered beggar	every mad wave
a terrific explosion	a dark-faced gypsy

5. In each of these sentences *substitute a particular name for the general one*:

Mary came to tea last day.

I am going to the city.

Ask for the paper.

She sang a beautiful song.

He bought a book for Christmas.

They have a minister visiting them.

You must cross the continent.

The Browns spend the summer on an island.

6. *Learn this little stanza*:

MAY MARGERY

May Margery of Lynton

Is brighter than the day;

Her eye is like the sun in heaven—

Was ne'er so sweet a May.

—T. E. BROWN.

Recite this stanza and beat the time of each line.

Try to make a stanza about your little sister. Use the same number and kind of beats in each line.

7. *Write sentences comparing:*

a stream and moonlight	sunshine and a metal
the sea and a horse	the sky and a shell
complexion and a flower	a forest and a church
the horse and the eagle	a man and a lion
the baby and a flower	a child and a colt.



A BEAVER

8. Write three sentences about each: the beaver's fur, body, tail, head, claws, home, food.

MORE ABOUT SENTENCES

Look at this sentence:

The trees | bow their heads.

It is divided so that the name of the person or thing written about stands by itself. This part of the

sentence is called the *name part* or **subject**. The part of the sentence on the other side of the line is called the *telling part* or **predicate**.

Example:

The boys and girls | play tag.

1. *Separate the two parts* of the following sentences in the same way:

Jack and Jill went up the hill.

Little Tommy Tucker sings for his supper.

The girl on the fat pony won the race.

The boy with the ball in his hand is the captain.

He plays a good game.

2. *Only the name-parts* of these sentences are given; you may add the *telling parts*; make them interesting:

The little red hen _____.

George V _____.

Sunshine and rain _____.

The flag of our country _____.

Forest fires _____.

The horse with the red ribbon _____.

The bird that sings so sweetly _____.

3. *Write name parts* to go with the telling parts below:

_____ built our house.

_____ is my best friend.

_____ is my native land.

_____ are my favorite flowers.

_____ shines on the quiet lake.

_____ saved many lives.

_____ live in the far north.

_____ was a hero.

Look at each of the sentences in Exercises 1, 2, and 3. Notice where the *name part* or *subject* is placed. Where is it in these sentences:

The storm came down.

Down came the storm?

If the name part, or subject, of the sentence is not at the beginning, we may rewrite the sentence placing the name part first.

Example:

All night the soldiers stood on guard.

The soldiers | stood on guard all night.

When did you return?

You | did return when?

4. *Write these sentences* placing the subject first:

Along came a spider.

Great is the sun.

Up he climbed once more.

In the basket lay a baby fast asleep.

Does Mr. Brown live here?

Has the doctor gone?

Look at these sentences. What kind of sentences are they?

Hold your chest high!

Step forward!

Make your story interesting.

To whom are these commands given? In the command sentence the name part is always *you*. It is usually left out. We may show it in this way:

You | hold your chest high.

You | step forward.

5. *Show the subject and the predicate* of these sentences in the same way:

Come along quickly.
 Stand at ease!
 Lend me your rubber, please.
 Don't be so noisy, girls.
 Do stop pulling my hair, Jim.
 Call him!

6. *Supply telling parts* for:

The prowling lion ———.
 A German aeroplane ———.
 The chocolate ———.
 The camel ———.
 A strange, shaggy little man ———.
 Fairy Bluebell ———.
 A trickling as of water ———.
 A blue velvet box ———.
 A great hairy paw ———.
 Beneath the pines ———.
 The firelight ———.
 Jolly Father Christmas ———.
 Ten crows ———.
 A man with a dark lantern ———.
 Jimmy Brown ———.
 A stout young man ———.
 That rope ———.
 Several pleasant days ———.
 The skates ———.
 The roar of the waves ———.

7. *Supply name parts* for each of these:

——— called aloud for water.
 ——— finished the cakes.

- paused for breath.
- growled angrily.
- lifted a golden head in the sun.
- broke into fragments.
- escaped from the cave.
- disappeared in a trice.
- swallowed a button.
- crept round the corner.
- refused to let me pass.
- paddled bravely out.
- washed all dirt from———.

8. *Make original sentences* using these words in the subject:

wilderness	rubber	tomahawk	cocoa
breakwater	pancakes	tree-toad	cheer
Arabia	Dick Turpin	mocked	twinkling
the governor	shears	chalked	duel
beware	Samaritan	hostage	peevish

9. *Use each of these words in the predicate:* bringeth, stumbling, roughly, British, well, most, icy, declare, better, swimming.

A LIMERICK

There was | an Old Man | with a beard, |
 Who said "It is just as I feared:—
 Two owls and a hen,
 Four larks and a wren
 Have all built their nests in my beard."

10. Repeat this stanza, beating time as you speak. Notice that the light and heavy beats run together in groups. Mark off the groups as is done in Line 1. Such groups are called **feet**. How many feet are there in the long lines? How many in the short?

Notice that each *foot* has one heavy beat. In what part of the foot is it? How many light beats are there in each foot?

This kind of stanza is called a **limerick**.

It is great fun to make limericks.

Make a line which beats like the long lines.

Make a line which beats like the short lines.

11. *Make a limerick beginning:*

“There was a young man of Japan —”

“There was an old King of Siam —”

“There was an old person of Dover —”

“There was an old man who said ‘Hush!’ —”

“There was a young man with a wig —”



FISHERMEN FIVE

Make a limerick about this picture.

Make one about the father.

SUBJECTS AND PREDICATES

1. *Supply either a subject or a predicate* for each of these groups of words:

a black cloud	stepped out of the cave
a small, cold robin	tangled his line
hurried by	the man in the moon
a singular creature	little Patty
ran down the hill	tasted like medicine
a fresh salmon.	Mary and Tom

2. *Write down ten interesting subjects for sentences.*
Pass your paper on, and let the next pupil complete the sentences.

3. *Find six sentences* in which the subject is at the end of the sentence.

4. *Write six original sentences* in which the predicate comes first.

5. *Rewrite* these sentences in the common order, placing the subject first:

Slowly and sadly we laid him down.

A month of Sundays you must wait.

Blessed are the pure in heart.

In winter I get up at night.

There is a silver lining in every cloud.

Into the valley of death rode the six hundred.

Here hath been dawning another blue day.

Stormed at with shot and shell, boldly they rode.

Down falls a tiny dream on thee.

Over the mountaintop shot the sun.

Sing thee thy latest lullaby shall I.

Happy in those early days was I.

How like an Angel came I down.

MORE VOCABULARY EXERCISES

Examine this sentence:

The boy picked up his bundle and set out for London.

What word in the sentence names a person? What word names the thing he picked up? What word names the place to which he was going?

Words that name persons, animals, places, or things are called *name-words* or **nouns**.

1. *Name six persons* who work (example, carpenter), six animals that live in the forests, six places about which you have read, six things useful to a farmer.

2. *Find the name-words* in these sentences:

The red sun sank behind the trees.

The birds slept, and Sherwood Forest was silent.

Only the bright stars were awake and watched over Robin and his band.

Names of *particular* persons, animals, or places require a capital letter.

Example:

John, Rover, Gull Lake.

The names of people belonging to a particular country are also written with capital letters.

Example:

I am a *Canadian*.

3. *Copy the names* of these peoples and find from the map the names of their countries: English, Scotch, Irish, French, Dutch, Belgian, German, Russian, Polish, Austrian, Italian, Chinese, Japanese, Turk, Greek, Welsh, Swiss, Swede, Norwegian, Canadian, Mexican.

4. *Use in sentences* the names of the peoples mentioned in Exercise 3. Find something interesting to say about each.

5. *Fill in the blanks* with nouns:

The next ——— he again dressed in the old, ragged ——— . But he covered them with a handsome ——— of ——— trimmed with ——— and ———. Then he went once more to the ——— of the rich ———.

ANOTHER KIND OF WORD

Read this sentence:

Jim knew that Jim ought not to go swimming, for Jim had a bad cold, and Jim had promised Jim's mother that Jim would not go, and Jim knew that Jim's mother trusted Jim.

Why did you laugh when you read the sentence?

Underline each of the nouns.

Rewrite the sentence in the common way.

Underline the words that you put in place of the nouns.

The words that you have underlined in your own sentence are called **pro-nouns**. Explain clearly what a *pronoun* is. Of what use is a pronoun?

1. *Find all the pronouns* in a paragraph in your Reader.

2. Choose one of your memory verses. Write it down neatly. Underline any pronouns in it.

3. *Write six sentences* with a different pronoun in each.

4. *Make six statements* with two pronouns in each.

Since a pronoun *takes the place of* a noun, we must not use a noun and a pronoun together, if they refer to the same thing. It is wrong to say: "My brother he will be home at four o'clock." The *he* is not needed, because the name-word *brother* is there.

5. *Tell what is wrong* with these sentences:

The girl she tossed her head.

Brer Fox he laughed and laughed.

Some people they never have enough.

The road it was long and dark.

6. *Write five sentences* in which different pronouns are used as subjects.

7. *Write five sentences* in which different pronouns are used in the predicate.

The pronouns *I, we, he, she, and they* are *subject pronouns*.

8. *Make two sentences* using each of these pronouns correctly.

9. *Look through a page* of a story. See if these pronouns are used in the subject.

The pronouns *me, him, her, us, them* are used in the predicate. *Be very careful* never to use them in the subject of your sentences.

10. Learn the subject pronouns.

11. Repeat the list of pronouns used in the predicate.

12. *Fill in the blank spaces* with the right pronouns:

She and —— will go.

You and —— may begin.

You come with Bob and ——.

—— hit Mary and ——.

—— and Florence are here.

STILL ANOTHER KIND OF WORD

The most interesting word in the sentence is the *telling-word* or **verb**. The verbs tell *what happened*. They tell of *doing, having, or being*. To make good sentences you must know many verbs.

Examples:

Father *shouted* at John.

The bon-fire *blazed* fiercely.

Mr. Brown *has* a store.

1. Write six sentences and mark the verbs.
2. In one paragraph from your Reader mark all the verbs.
3. Find six *new* verbs to use in sentences.
4. Write three questions and three commands. Mark each verb.
5. Find five *new* verbs to use in giving commands.
6. Write ten sentences using verbs suggesting *noise*, as: clanged.
7. Write ten sentences using verbs of *action*, as: run.
8. Tell of ten things that you can do.
9. Find five new verbs in the dictionary. Use them.
10. *Fill in the blanks with suitable verbs*; choose the very best word that you can find; use the dictionary if necessary:

The eagle —— down upon its prey.

The scouts —— silently through the woods.

The poplar leaves —— in the breeze.

The wind —— through the leafless trees.
The miser —— his gold.
The hum of the bees —— her to sleep.
The heavy carts —— along the road.
The organ —— out loudly.
I shall —— my money in the bank.
He —— his money from the bank.
The lame boy —— along on his crutch.
The old man —— wearily along.

A LULLABY

Hush-a-bye, baby,
On the tree top,
When the wind blows
The cradle will rock;

When the bough breaks,
The cradle will fall,
Down will come baby,
And cradle and all.

11. *Write a lullaby for your baby. Try to make one that has a rocking sound.*

A GAME

DUCK ON THE ROCK

A large flat stone is chosen, and a little stone is placed on top of it; these are called the "rock" and the "duck". Four or five paces away a line is drawn in the dust; this is "home". One child must stand beside the "rock" to guard it. Each of the others takes a small stone and stands behind the "home" line. With his small stone each child tries to knock off the "duck". When a child has

thrown his stone, he must run and stand beside it till he gets a chance to pick it up and run "home" without the guard's touching him. The guard must not touch the player unless the "duck" is on the rock; so when it has been knocked off, the guard hurries to put it on again and then tries to touch someone who is out of goal. When he touches someone running "home" with his stone in his hand, that person becomes the guard.

This is a good game. Try playing it at recess. Be careful not to hit anyone with your little stone.

12. Write a letter to a friend and tell him, in a written paragraph, how to play "Duck on the Rock."

13. In an oral paragraph explain to the class how to play it. Explain it to your father.

ANOTHER BALLAD

ROBIN HOOD AND ALLAN-A-DALE

As Robin Hood in the forest stood,
All under the greenwood tree,
There was he aware of a fine young man,
As fine as fine could be.

The youngster was clothed in scarlet red,
In scarlet fine and gay;
And he did frisk it over the plain,
And chanted a roundelay.

As Robin Hood next morning stood,
Amongst the leaves so gay,
There did he spy the same young man
Come drooping down the way.

The scarlet he wore the day before,
It was clean cast away,
And every step he fetched a sigh,
"Alack! and well a-day!"

Yesterday I should have married a maid;
But the same from me was taen,
And chosen to be an old knight's delight,
Whereby my poor heart is slain.

Then Robin he hasted over the plain,
He would neither rest nor sleep,
Until he came unto the church
Where Allan his wedding should keep.

With that came in a wealthy knight,
Which was both grave and old;
And after him a finikin lass,
Did shine like glistering gold.

"This is no fit match," quoth bold Robin Hood
That you do seem to make here;
For since we are come unto the church,
The bride shall choose her own dear.

Then Robin Hood put his horn to his mouth,
And blew blasts two or three;
Then four-and-twenty bowmen bold
Came leaping o'er the lea.

And when they came into the churchyard,
Marching all on a row,
The first man was Allan-a-Dale
To give bold Robin his bow.

"This is thy true love," Robin he said
"Young Allan, as I hear say;
And you shall be married at this same time,
Before we depart away."

And thus, having ended this merry wedding
The bride looked as fresh as a queen,
And so they returned to the merry greenwood,
Amongst the leaves so green.

14. When you have read this ballad of Robin Hood, mark all the new words in it. Find out what they mean. Use these words in sentences.

Tell the story of Robin and Allan to the class. Be sure to use the new words.

This story makes a fine play. Act it.

Write the story in your own words, but use some of the new ones.

Write down the play. Make up speeches of your own for the characters.

Make a booklet and copy your play into it. Illustrate the booklet with pictures and drawings.



THE HAY LOADER

Study this picture.

Explain how the loader works.

Make up a story about the people in the picture. Tell your story to the class.

BREATHING EXERCISES

If you wish to speak well, you must practise correct breathing. Do each of these exercises three times every day:

1. *Extend the arms* in front, fingers touching. Open them slowly. Breathe in. Press back the shoulder blades.

2. *Let the hands hang at the sides.* Raise them slowly till the backs meet over the head. Inhale while raising, exhale while lowering.

3. *With the hands on the hips,* inhale while counting ten, hold while counting five, and exhale while counting twenty.

4. *Push all the breath out.* Inhale counting twenty, and exhale counting twenty.

CORRECT SPEECH

Make ten sentences using each of the following phrases correctly; practise one group daily:

He and I ——	I have (without got) ——
She and I ——	John (without he) did ——
You and I ——	I learn ——
Tom and he ——	She teaches ——

ENUNCIATION EXERCISES

If you wish people to enjoy listening to you when you are reading, reciting, or speaking, you must pronounce every word correctly and enunciate each one distinctly.

1. These words are frequently mispronounced; practise until you use them correctly:

duty	newspaper	children	for
duke	knew	hundred	was
dew	new	because	interesting

2. Write the following words separating the syllables with *hyphens*; as, sum-mer:

morning	disappeared	expecting	afraid
beheld	incredible	immortal	Sunday

3. The following words are often mispronounced by omitting one of the syllables; practise pronouncing them properly:

calculate	favorite	interest	library
general	different	eleven	memory
literature	geography	arithmetic	poem
recognize	cemetery	pumpkin	kept

4. *Make a list* of twenty words having the letter "c" in them. Pronounce them aloud, and then arrange them in two lists under the headings: hard "c" as in cold, and soft "c" as in certain.

5. *Make practice lists* of ten words with "t", "th", "wh", "ch", "g", "s". Practise them daily.

6. Practise saying the following words until you can pronounce the vowels softly:

golden	slopes	yellow	moonbeam
softly	homeward	rose	loveliness
bowers	blossom	song	morning

7. From a paragraph in the Reader make a list of all the words which have: (a) long vowels, (b) short vowels, (c) diphthongs.

8. *Choose a verse* of poetry. Mark the words which have beautiful vowels. Pronounce each one until you can say the vowel roundly and softly. Now read the verse aloud.

9. If there is not enough room at the end of a line for the whole word, it must be broken at the end of a syllable. The parts must be connected by a *hyphen*. Show where you would put the hyphen in each word in Exercise 6.

10. *Read this story* to yourself; then read it to the class; be careful to pronounce the end of each word distinctly:

THE WANDERING JEW

Ahasuerus was a shoemaker who lived in Jerusalem in the days when Jesus was being tried for His life. He was a crusty old chap who never had a good word for any one. The whole city was in an uproar about the trial of Jesus, but Ahasuerus would not even go out to ask the news. When the trial was over, the soldiers brought Jesus through the streets on His way to the cross. He was very weary, and, as He passed the house of Ahasuerus, He slipped down on the step to rest. But Ahasuerus came out and roughly bade Him "move on." For this hardheartedness he was condemned to wander about the world, always seeking rest but finding none, until Jesus comes again in Glory to forgive and save all men.

ORAL EXERCISES

1. *Read these stanzas carefully:*

THE ISLES OF GREECE

The Isles of Greece! the Isles of Greece!
Where burning Sappho loved and sung,
Where grew the arts of war and peace,
Where Delos rose, and Phoebus sprung!
Eternal summer gilds them yet,
But all except their sun is set.

The mountains look on Marathon,—
And Marathon looks on the sea;
And musing there an hour alone,
I dream'd that Greece might still be free;
For standing on the Persian's grave
I could not deem myself a slave.

—LORD BYRON.

Find out who Sappho and Phoebus were. Tell a paragraph story about Marathon. Tell, in a paragraph, the story of Greece and the Persian. What is the important thought in these stanzas? Memorize them. In reciting them, pronounce each of the vowels roundly and softly.

2. *Describe in four or five sentences:* your school, your church, your home, or your store.

3. *Tell what effect it has upon you if you eat:*

bread	meat	cheese	pie
candy	nuts	pickles	cake

4. *Tell paragraph stories about a :*

saw-mill	store	garage	blacksmith shop
grist-mill	church	post-office	farmhouse

5. *Tell, in sentences, several things that might be used to ornament a :*

room	dress	wall
house	hat	window

6. *Tell, in a paragraph, how you would:*

take a letter to the post-office	build a fire
take the ashes out of the furnace	make a slingshot
study your reading lesson	bring the cows
milk the cows	feed your dog
hitch a team of horses	thin the beets
find grandma's glasses	separate the milk

7. *Read this story to yourself; think it through: tell it to the class:*

THE FLYING DUTCHMAN

There was once a poor Dutch lad, without father or mother, who was shipped off to the South Seas to be out of the way of his unkind relations. There, by hard work

and carefulness, he amassed a goodly fortune. He never married, and, when he was well stricken in years, he made up his mind that he would go home to Holland and use his money to build a home for friendless children. He sold all his goods, gathered his gold together, and took passage upon a Dutch ship for Holland. The weather was very bad, and the journey was long. The sailors, who were dishonest men, learned that the good old man had a great fortune in gold in his cabin. They plotted to kill him and the captain, seize the ship, and sail away into some distant land where they might divide the gold in peace. They carried out their wicked plans. The captain and the good old man were put to death and dropped overboard, but the sailors gained nothing. They found that they were unable to bring the ship into harbor. Again and again they tried. Port after port they sought, but in vain. So "The Flying Dutchman" became a "Ghost" ship, wandering forever upon the face of the ocean.

8. Tell what the Dutchman looked like.

9. *Make a paragraph story* of "How the Sailors Captured the Gold."

10. *Look up the meanings of these interesting words* in the dictionary:

allegory	chivalrous	lore	ruff
argosy	courier	mascot	sheath
bias	frontier	nymph	seneschal
brigand	groin	percolate	thrift
brocade	hermit	quest	trivial

11. *Use in a sentence* each of the words in Exercise 10.

12. *Make up a paragraph story* using several of the words in Exercise 10.

13. *In a paragraph tell* what the different parts of a letter are called and for what each part is used.

WRITTEN COMPOSITION EXERCISES

1. *In a paragraph* write the story of the Prodigal Son. You may read it first in the *Bible: Luke xv.*

2. *Explain in a short paragraph* how to:

churn the butter	wash the dishes
clean the stove	set the table
dress the baby	dust the furniture
feed the pigs, chickens, etc.	catch a chicken
go to church	write a letter

7 3. *Write in a short paragraph* your thoughts about any person in history.

7 4. *In two or three short paragraphs* write the story of these people; be sure to tell each part of the story in a paragraph by itself:

Beowulf	Arachne	Baldur
Thor	Proserpina	Orpheus

5. *Write a paragraph telling* of some accident that once happened to you.

6. *Pretend that you are* a prince or princess in disguise. Write a paragraph about something that happened to you.

7. *Make the story* of Allan-a-Dale's wedding into a little play.

8. *Memorize this stanza:*

ROBIN HOOD AND ALLAN-A-DALE

As Robin Hood in the forest stood,
All under the greenwood tree,
There was he aware of a fine young man,
As fine as fine could be.

Say this stanza aloud. Beat the time. How many heavy beats are there in each line? In what part of the foot are they?

Which lines rhyme?

Make another stanza to go with it. Be sure to put the heavy beat in the right position in each foot.

Four ducks on a pond,
A grass-bank beyond,
A blue sky of spring,
White clouds on the wing,
What a little thing
To remember for years—
To remember with tears.

—WILLIAM ALLINGHAM.

Make a little poem in imitation of Allingham's stanza about something you once saw.

10. *In a paragraph write a little story about some famous person.*

It is polite to mention yourself last.

11. *Read or write these sentences using the correct pronoun:*

May you and (I, me) go home?
(She, her) and I are living here.
I bought (me, myself) a new hat.
They invited Jane and (I, me) to their party.
It is (he, him) who is elected.
(He, him) and I are good friends.
It is a secret between (her, she) and me.
Tom has a better car than (we, us).
Mary and (I, myself) work together.
(They, them) and Nancy are sisters.

12. *Underline the predicate in each of these sentences:*

Sleep, my pretty one, sleep.

A shower of bullets whistled about him.

Did you speak?

Thou shalt not steal.

Love thy neighbor as thyself.

Out of the heart the mouth speaketh.

Find a way or make it.

Six small, shrill sparrows sat upon a stone.

13. *Express these thoughts by using an apostrophe:*

the rays of the sun

the ring of the doctor

the voice of a child

the smell of cheese

a house belonging to Jane

the cheep of a mouse

the fury of the storm

the youth of a man

the horse of Mrs. Sissons

the truth of God

the gray of a cloud

the whisper of a brook

14. *Make a list of fifteen words that you must know how to spell correctly in order to write letters to your friends, as: sincerely, cousin, uncle.*

15. *Write the address for the envelope of a letter to: your cousin in Toronto; your aunt in British Columbia; a friend in Melbourne, in London, in India.*

16. *Write paragraph stories about:*

Something which once happened to you, your father, your mother, your cousin.

Something which happened at: a lake, a farm, the shore, in a city, in the forest.

Something which happened in: Europe, China, South America, Egypt, Honolulu.

Something which happened in the night, in the dawn, at noon, in the twilight.



THE SONG OF THE LARK

—Breton

GRADE SIX

THINKING

When you have collected a group of ideas about any topic and have selected the most important idea for the subject of your oral or written composition, the next step is to get rid of the ideas which are not really interesting, or which do not belong strictly to the subject.

Suppose that you are going to write a five- or six-sentence paragraph about the picture on the opposite page. Look at the picture and enjoy it first. Then jot down all the ideas about it that come into your mind.

1. The time of day.
2. The place.
3. The sky.
4. The earth.
5. The woman.
6. Her face.
7. Her position.
8. Her clothes.
9. Her hands.
10. Her work.
11. Her thoughts.
12. Her feelings.

Which of these is the most important thought to express? Suppose we choose "The picture gives one a kindly feeling" as the central thought for our paragraph. We need only five or six thoughts. Which of the others

shall we choose? We must choose those which belong to the "kindly feeling" and which are interesting.

1. Cross out those which do **not** belong to the "kindly feeling."

2. If you have more than six left, cross out the least interesting.

3. Write your paragraph.

EXERCISES IN SELECTING IDEAS

1. *Choose a paragraph* in a book. Mark the most important idea. Cross out the least interesting thought.

2. *Select five sentences* from a newspaper. Cross out any unnecessary words.

3. Make a list of the incidents in Cinderella. Mark the *three most interesting incidents*. If, in telling the story, you had to omit three incidents, which three would you leave out? Why?

4. Cut a *long* paragraph from a newspaper. Rewrite it, omitting unnecessary words and sentences.

5. Make a list of all the articles in the room. Cross out five which you think might be discarded.

6. Make a list of the titles of the stories in a magazine. *Choose the three best* and cross out the three least interesting ones.

7. List twenty points about a city. *Select* those which will make: (1) a description, (2) an explanation, (3) a favorable impression, (4) an unfavorable impression, (5) a joke, (6) a pathetic tale.

8. *Write paragraph stories* about: Cinderella, Puss-in-Boots, David and Goliath.

9. Read this story through carefully:

SIEGFRIED

Siegfried was the son of the King of the Netherlands. His father died, and wicked people sought his life; so his mother took him in her arms and fled with him into the forest. Long she wandered about without finding anyone to help her. When nearly exhausted, she heard the sound of a hammer ringing upon an anvil. She was able to carry her baby to the door and put it into the hands of the smith before she died.

The smith, who was called Mimer, took the child and brought him up. He bred him to the trade, but Siegfried never cared for it. He grew so strong that he often broke the anvil with his great hammer blows. At last Mimer, tired of the boy, sent him off into the forest to look for charcoal; he hoped that the dragon who lived in the forest would kill him.

Instead, Siegfried killed the dragon and, cutting it up, boiled its flesh. He then bathed in the dragon broth to make himself invulnerable to wounds of all kinds. As he bathed, however, a linden leaf fell from the tree above and lighted upon his shoulder. The dragon broth did not touch this place; so there remained one spot in which Siegfried could be hurt.

He passed on through the forest until he came to a hill before a great castle. There sat two brothers disputing as to how they should divide the treasure their father had left them. This treasure included a great pile of gold, a famous sword called Balmung, a Cloak of Darkness, and a Shield of Strength. They asked Siegfried to decide for them. He divided the treasure as fairly as he could, but the brothers were not satisfied. Each said that he had favored the other. They attacked him; so Siegfried killed them both and took the treasure for himself. The Dwarfs, who were the servants of the dead brothers, ran out and surrounded him, but he soon dealt with them; and, leaving them to guard his treasure for him, he set off in search of further adventures.

Shut your eyes and think the story through.

Tell which is the most important thought in each paragraph.

Examine each paragraph to see whether or not there are any sentences which are not about the important thought.

Tell what Siegfried looked like.

Make up a paragraph story about the next adventure which Siegfried encountered.

PRACTISE JUDGING

In choosing the important thoughts and eliminating the unimportant, you use your judgment. You learn to throw a ball well by practising every day. You will learn to judge well by practising also. Practise *judging something* every day. *Here are some cases to practise upon:*

1. *Practise judging:* the temperature of a pail of water; the speed at which a horse or car or train is travelling; the length (or acreage) of a field; the height of a tree or building; the number of miles of wire in a fence; the weight of a hog, or horse, or sack; the yield of grain to the acre; the capacity of a box, or tank, or bin; the distance between objects; the length of pieces of string, boards, etc.

2. *Identify every plant* that you see by its leaves, or roots, or stalks, or seeds, or blossoms.

3. *Set down ten facts* that you know about these people; then judge what kind of persons they were:

Alfred the Great

Robin Hood

Wolfe

Columbus

Cromwell

Laura Secord

Edith Cavell

Champlain

Red Riding Hood

4. Collect facts and *judge* what is *the value* of : a certain farm; a certain field; a particular house and lot; the school buildings; a hat; a suit; a pair of boots, skates, gloves; a canoe; a car; a horse; a cow; a fruit tree.

5. *Mark* (and give the reason for your choice) *the most important* in a list of: five words, phrases, thoughts, sentences; five names of men, women, places, dates, events.

6. After reading a story *decide* which is: the finest thought, most original idea, most interesting fact, best character, worst character, cleverest speech, most exciting incident, most surprising statement.

7. *Collect facts* on both sides of the question and *decide* whether or not it is good for you to: eat meat, whistle, bathe every day, go to the picture show twice a week, wear thin stockings, eat candy, sit up till ten-thirty at night, read three story-books each week, play basketball, walk four miles each day.

8. Suggest *the one* most important qualification for: a member of the Legislature, minister, judge, father, mother, treasurer, member of the school board, farmer, teacher, manager of a business, merchant, chairman of a committee.

9. Is it *ever right* to: tease, grumble, give prizes, take apples, neglect home-work, laugh at others, let another copy your work, knock a boy down, tell on a schoolmate?

10. Who in the school has the best: nails, memory, skates, cap, book, sled, teeth, eyes, temper, voice? Who has the neatest: book, desk, nails, hair, shoes?

11. *Read this poem silently*; look up any of the words you do not know:

SONG

Hark! Hark! the lark at heaven's gate sings,
 And Phoebus 'gins arise,
 His steeds to water at those springs
 On chaliced flowers that lies;
 And winking Mary-buds begin

To ope their golden eyes:
 With everything that
 pretty bin,
 My lady sweet, arise:
 Arise, arise!

—SHAKESPEARE.

Find out who Phoebus was.

Choose the three prettiest words and the five prettiest phrases.

Memorize the poem and repeat it often to yourself.

12. *Make a booklet* about King Arthur. Put in it all the facts, stories, poems, and pictures of him you can find.

Look through the library for a new story about him.

Tell a paragraph story about him to the others.

Describe his appearance, his armor, his character.

Make up a little poem about him. Copy your written exercises into your booklet.



KING ARTHUR

THE BUSINESS LETTER

One of the important things we have to do at school is to learn to write a *Business Letter*. A business letter must look attractive. We must use white, unruled paper, with envelope to match. We must write neatly and be very careful to make no mistakes in spelling or in English. We must be polite but brief, and make our meaning perfectly clear.

Examine this business letter:

Chiefton, Alberta,
January 25, 1924.

The Huff Stamp Co.,
159 King Street,
Toronto, Ontario.

Dear Sir,

I should like a copy of your latest stamp catalogue. If there is any charge, please let me know, and I shall send the money promptly.

Yours truly,
George Clark.

The parts of this letter are the same as those of the friendly letter, except that the *name and the address of the receivers* are placed just above the salutation. Notice that the name and the address begin at the left-hand margin and are indented towards the right.

In business letters the common salutations are "Dear Sir," "Dear Madam," "Sirs," "Gentlemen," "Ladies," and the complimentary closing is "Yours truly." The writer should sign his full name carefully.

1. Copy the "form" (that is, leaving out the "body" of the letter) into your written composition book.

2. Copy the "form" (and put in a "body" that you make up yourself) once every day this week.

3. Write a letter to a seed firm ordering four packages of flower seeds.

4. Write the names and addresses of ten firms to whom you might write business letters.

5. Write a letter to one of them each day.

6. Study this letter. Is it correct? Write an answer to it.

Rumsey, Quebec,
February 6, 1924.

The Hardy Publishing Company,
Toronto, Ontario.

Dear Sirs,

I am anxious to secure a copy of "The Book of Letters" by George Saintsbury. I am not sure that it is one of your publications, but, if not, I should be glad to be advised where to write for it.

Yours truly,
James Brown.

7. *Write letters asking for:* a sample copy of a magazine, health bulletins, literature on prohibition, a railway guide.

Study this letter:

Cresswell, Man.,
January 19, 1924.

The Jas. Watson Company,
Winnipeg, Manitoba.

Dear Sirs,

Enclosed in this letter you will find a postal order for three dollars and fifty cents (\$3.50), on receipt of

which please mail to the above address, one pair of calfskin gloves, color: brown, size: 6, number: 105a, page 27 of your winter catalogue, and oblige,

Yours truly,

Winifred Thomas.

8. *Order from John McIntyre & Sons, Limited, Calgary, the following; write one letter for each item: ribbons for your hair, stockings, a hockey stick, a rug for your bed-room, a coat, a football.*

9. Make a list of five books you would like to own. Find out the publisher of each and write ordering them.

This is a letter of Request. Study it!

156 Scarth Street,
Regina, Sask.,
March 29, 1924.

The Deputy Minister,
Department of Agriculture,
Toronto, Ontario.

Sir,

I am preparing an essay upon the noxious weeds of Canada and should be very grateful for copies of any publications upon this subject which your department has for distribution.

Yours respectfully,

Margaret Rutherford.

10. *Write five letters asking for information about: the cost of a telephone, freight charges, the best kind of cow for milk, ideas for a church social, how to arrange a Hallowe'en party.*

11. *Hand each* of your letters to one of the other pupils to answer.

12. *Sales letters:* Write letters to five people whom you know offering for sale: wild raspberries, fresh eggs, green peas, pigeons, a lawn-mower.

This is a letter of Complaint. Study it!

Vancouver, B. C.,
March 21, 1924.

Johnston Brothers,
126 Yonge Street,
Toronto, Ontario.

Dear Sirs,

The box containing one pair of cut glass salt cellars with gold salt spoons, ordered from your house, reached me this morning. I am sorry to say the box was broken and one of the tiny spoons lost. You will, no doubt, be willing to make this loss good to me.

Yours truly,
A. Jackson.

13. *Answer this last letter.*

14. *Write letters complaining about:* your newspaper not having been delivered, a lost telegram, a bad place in the roads, stray animals, an overcharge for electric light, damaged goods received. Be careful to address the right person.

15. *Write letters apologizing for:* forgetting a message, hurting a child, losing a book, breaking a friend's drinking cup.

HOW ARTHUR TOOK EXCALIBUR

Right so the king and Merlin departed, and went until an hermit that was a good man and a great leach. So the hermit searched all the king's wounds and gave

him good salves; so the king was there three days, and then were his wounds well amended that he might ride and go, and so departed. And as they rode Arthur said, "I have no sword," "No force," said Merlin, "hereby is a sword that shall be yours and I may."

So they rode till they came to a lake, the which was a fair water and broad, and in the midst of the lake Arthur was ware of an arm clothed in white samite, that held a fair sword in that hand. "Lo," said Merlin, "yonder is that sword that I spake of." With that they saw a damsel going upon the lake. "What damsel is that?" said Arthur. "That is the Lady of the Lake," said Merlin; "and within that lake is a rock, and therein as fair a place as any on earth and as richly beseen, and this damsel will come to you anon, and then speak ye fair to her, and she will give ye that sword."

Anon withal came the damsel unto Arthur and saluted him and he her again. "Damsel," said Arthur, "what sword is that, that yonder arm holdeth above the water? I would it were mine for I have no sword." "Sir Arthur, King," said the damsel, "that sword is mine, and if ye will give me a gift when I ask it, ye shall have it." "By my faith," said Arthur, "I will give ye what ye shall ask." "Well," said the maiden, "go ye into yonder barge and row yourself to the sword and take it and the scabbard with it, AND I WILL ASK MY GIFT WHEN I SEE MY TIME."

So King Arthur and Merlin alight, and tied their horses to two trees, and so they went into the ship, and when they came unto the sword which the hand held, Sir Arthur took it by the handles and took it with him, and the arm and hand went under the water.

This story was written 450 years ago by Sir Thomas Malory.

Read this story of King Arthur to yourself.

Mark all the strange old-fashioned words.

Look up the meanings of any of them you do not understand.

Use each of these old words in a sentence correctly.
Tell the story to your mother at home.

Write the story in your own words. (It is not so interesting, is it?)

If you like it, learn it by heart.

This is the way that the story is told by Tennyson:

EXCALIBUR

There likewise I beheld Excalibur,
. the sword
That rose from out the bosom of the lake,
And Arthur rowed across and took it—rich
With jewels the blade so bright,
That men are blinded by it—on one side
Graven in the oldest tongue of all this world,
“Take me,” but turn the blade and ye shall see,
And written in the speech ye speak yourself,
“Cast me away!”

—ALFRED, LORD TENNYSON.

Which of these two stories do you like the better?

What is told in the second one that is not in the first?

Which is the older? How do you know?

Describe “Excalibur” as you see it in your mind.

Make a play of the story and *act* it. Put the words of the poem in the play, too.

Memorize the selection.

VOCABULARY WORK

Here is a way of making new words and finding out the meanings of old ones.

Examine these words: proceed, progress, profess,
project, prologue, prophet.

1. Write down the meaning of each of these words. What part of the meaning of each is the same? (before).

As each word begins with the syllable "pro", evidently "pro" means "before". Such a syllable at the beginning of a word is called a **prefix**.

2. *Find five other words* with the prefix "pro."

3. *Find five words* with the prefix "con." What does "con" mean?

4. *Examine the words:* enlarge, encourage, enflame, enclose. What is the prefix? What does it mean?

5. *Write the verbs* which mean:

to make light	to make noble	to make chained
to make a slave	to make alive	to make to vote
to make a tangle	to make golden	to make able

6. *Examine these words:* beautiful, hopeful, needful, truthful. What is the common syllable? What does it mean? Where is it placed? When the syllable is at the *end* it is called a **suffix**.

7. *Make ten adjectives* with each of these suffixes:

- ful, e.g., hopeful
- ish, e.g., foolish
- less, e.g., formless
- some, e.g., gladsome
- like, e.g., childlike
- e or -ey, e.g., dusty

When you have made your list, decide what each suffix means.

Collect thirty nouns ending in "er," as: farmer, heater, writer, waiter, etc.

What does the suffix "er" mean in nouns?

8. *The suffix "ling" means little.* It is a diminutive. Make a list of all the words in English with that suffix.

9. *Collect thirty verbs ending in "er,"* as: chatter, splutter, spatter, waver, etc.

What does the suffix "er" mean in verbs?

10. *List these words under their proper prefixes:*

forbear	betimes	misfortune	almost
withstand	unfold	bedaub	misjudge
circuit	foresight	exhale	forbid
mislead	delay	misplace	circulate
unafraid	exceed	forego	benumb
extract	unmask	decide	unbend
forefend	circumvent	mischief	exclude
defer	decry	exchange	defy
excitement	extenuate	forlorn	forgive
misbehave	unloose	undo	circumference
abnormal	misquote	deformed	onset

11. Write the meaning of each word in Exercise 10.

12. Decide upon the meaning of each prefix in Exercise 10.

13. *Write the meanings of these verbs:*

enroll	sadden	lengthen	encircle
enlist	cheapen	enkindle	encounter
whiten	thicken	enact	loosen
encrust	encamp	madden	enmesh
engage	encompass	stiffen	strengthen
endeavor	gladden	endorse	enshrine

14. *Find as many words as you can with the prefix "ad."* What does "ad" mean?

15. *Make lists of ten words* with each of these prefixes and suffixes: ed, hood, ish, ful, dis, re, pre, ex.

16. Make a phrase describing the sound made by each of these: (e.g., the blare of trumpets)

arms	waggon	organ	silk	aeroplanes
bells	drums	lions	steel	wolves
teeth	motor	trees	cattle	wind

17. *Memorize this selection*; notice all the beautiful colored words:

THE CROWNING OF ARTHUR

Down from the casement over Arthur, smote
 Flame-color, vert and azure, in three rays,
 One falling upon each of three fair queens,
 Who stood in silence near his throne, the friends
 Of Arthur, gazing on him, tall, with bright
 Sweet faces, who will help him at his need.

—ALFRED, LORD TENNYSON.

18. *Write names of as many parts as you can of*: an automobile, a disc-harrow, a furnace, an aeroplane, armor, a fanning-mill, a tractor, a binder, a castle.

19. *Form nouns from these words*:

absurd	assist	accept	supreme
resolute	invest	rely	true
wide	bequeath	insolent	free

20. *Select three nouns* which may be suitably described by each of these words: nice, grand, jolly, dreadful, gorgeous, lonely, awful, sweet, horrid, perfect.

When you have decided to which nouns each properly belongs, avoid using it with any others.

21. (a) *With what word would you praise:* a view, a woman, a lake, a house, a horse, a cake, a book, a flower, a dog, a boat?

(b) *With what word would you blame:* the roads, the weather, the wind, the newspaper, the butter, the laundress, the postman?



KENILWORTH

This ruin was a famous castle in Queen Elizabeth's day.

22. *Find out* the names of all the different parts of a castle. Do you keep a *Vocabulary Book*? Make one. It is great fun! Put the names in your vocabulary book.

23. *Describe* the castle and two different people who may have been there.

24. *Tell a paragraph story* about them.

25. *What describing words* could you make from these nouns; e.g., rose—rosy: care, fear, thunder,

juice, salt, frolic, grace, beauty, emperor, clergy, joke, terror, metal, tribute, picture, satire?

26. *Make nouns out of these words; e.g., broad—breadth: absurd, long, noble, equal, sober, resolute, mortify, supreme, accept, neglect, bankrupt.*

27. "*Good*" describes a noun, and "*well*" describes a verb. Write five sentences using each correctly.

28. Make up a rhyme to remind yourself when to use *good* and when to use *well*.

MORE ABOUT VERBS

Have you noticed that verbs not only express action, but also tell *when the action happened*. They tell whether the action is happening *now*, in *the present time*, or whether it happened in *past time*, or whether it will happen in *future time*.

1. Tell whether the actions expressed by the verbs in the following sentences happen in present, past, or future time:

Little Tom Tucker sings for his supper.

Boy Blue slept in the haycock.

Miss Muffet ate curds and whey.

Mother Hubbard will give her dog a bone.

John had the toothache.

Mary was late for school.

I think well of her.

Are you cooking meat?

2. Write five sentences in which the verbs express *present* time, five in which the verbs express *past* time, and five in which the verbs express *future* time.

3. Write each of these sentences in such a way as to express (1) *past* time, (2) *future* time:

The dog barks.	Time flies.	The fire burns.
The sun sets.	Fred runs.	The guest goes.
The wind moans.	Mary sings.	I have a flag.

4. Write (1) the form which expresses *past* time and (2) the form which expresses *future* time for each of these verbs; e.g., sit—sat—will sit:

cry	pray	try	dance	bloom
throw	hurry	play	am	find
crawl	fall	buy	see	reply

5. Some verbs express *past* time by changing their form slightly; e.g., run—ran.

Find ten verbs of this kind. Write the three forms of each.

6. Some verbs express *past* time by adding “ed”; e.g., burn—burned.

Find ten verbs of this kind. Write the three forms of each.

Use *one* form of each in a sentence.

7. A few verbs express *past* time by using an entirely different word; e.g., go—went.

Find as many verbs of this kind as you can. Use each of them in a sentence.

SENTENCE PRACTICE

1. *Memorize these beautiful sentences:*

(a) Here are trees, and bright green grass, and orchards full of contentment, and a man may scarce espy the brook, although he hears it everywhere.

(b) Wherever is love and loyalty, great purposes and lofty souls, even though in a hovel or a mine, there is Fairyland.

(c) Now, though it is part of my life to heed, it is not part of my tale to tell how the wheat was coming on.

(d) The willow-bushes over the stream hung as if they were angling, with tasselled floats of gold and silver, bursting like a bean-pod.

(e) They clothed Daniel with scarlet, and put a chain of gold about his neck, and made a proclamation concerning him, that he should be the third ruler in the kingdom.

(f) At last, lighting under a little shelter, they sat down there till the day broke: but being weary they fell asleep.

2. *Make these sentences more interesting by adding a phrase:*

He went home.	Angels chant the hymn.
The sullen clouds scud.	The dead leaves fall.
The dusk descends.	Sing a song.
The robin chirps his song.	Truth rises.

3. Read this story and practise telling it aloud; in telling, be careful to make each sentence complete and correct:

ROLAND

Roland was the bravest knight in the French army. Many a hot fight had he won with his good sword Durandal. His horn, which could be heard at any distance, no matter how great, had rallied the wavering warriors on many a doubtful field. Roland had a friend Oliver, faithful and true, whom he loved much. He had an enemy also, the jealous and treacherous Ganelon, who envied the glory of Roland and of Oliver.

When Charles the Great marched into Spain against the Saracens, Roland and Oliver were the brightest stars in his great army. The enemy, astonished by so great a force, desired to treat, and Charles sent Ganelon to make terms with them. The Saracen king saw that Ganelon was treacherous and made a secret plan with him that, while pretending to surrender to Charles, they should wait till his army was in the mountain passes and then attack it and cut it to pieces.

Ganelon returned to Charles and was thanked by him for having made such good terms with the Saracens. Then Charles and his army set out towards home. Roland and Oliver were left with a small band in the post of honor to guard the rear.

Now Charles and his army were hardly well out of sight when the Saracens fell upon Roland and his little band. Oliver begged him to sound his horn and so call Charles back again, but Roland, greedy of honor, refused. The little band gathered close around him, prepared to sell their lives dearly. One by one they fell; Roland himself was mortally wounded, but still he would not sound his horn. At last young Oliver fell with a pitiful cry to his loved comrade, and Roland with his last breath sounded the horn and fell dead upon the body of his friend.

Charles, thirty leagues away in the mountains, heard the horn and knew it for Roland's. He turned his army and hurried back. The brave rear guard lay dead to a man, but they had so handled the enemy that it was an easy matter for Charles to subdue the land.

4. *Rewrite these sentences substituting groups of words for the italicized words:*

A *golden* dish is expensive.

A *bright-haired* girl came in.

She looked *fearlessly* about.

The old *stone* mill is a tea-house.

Roadside flowers are fairest.

Mountain airs are clear.

The lark at *heaven's gate* sings.

They worked *energetically*.
The wind blew *seaward*.
The moon-man sees.
Valley land is rich.
She has a *blue-eyed* child.

BENJAMIN FRANKLIN'S STORY

Dr. Franklin one day related this story to Thomas Jefferson, who was feeling hurt because people had found fault with some of his expressions in the Declaration of Independence.

An apprentice hatter, having served his time, was about to open a shop for himself. He wanted a handsome signboard, with this inscription:—"John Thompson, Hatter, makes and sells hats for ready money." Underneath was to be the figure of a hat. But he thought he would let his friends see the inscription first. The first to whom he showed it thought the word "hatter" unnecessary, because it was followed by the words "makes hats," which showed he was a hatter. It was struck out. The next observed that the word "makes" might be omitted, because his customers would not care who made the hats, if only they were good. He struck it out. A third said he thought the words "for ready money" were useless, as it was not the custom of the place to sell on credit. They were parted with. The inscription now read: "John Thompson sells hats." "Sells hats?" said his next friend; "why, nobody will expect you to give them away. What then is the use of that word?" It was stricken out, and "hats" followed it because the figure of a hat was on the sign. So the inscription was reduced to "John Thompson," with the figure of a hat below the name.

Which was the best sign? Why?

5. Rewrite "Benjamin Franklin's Story" as "conversation."

In which form do you like it best?

6. *Make conversations of the story of:*

The Wind and the Sun
The Frog and the Ox
The Fox and the Crow

7. *Write each of the stories* named in Exercise 6 without any conversation in it.

When a sentence is written in the exact *words of the speaker* it is called **direct speech**.

Example:

“Mother is very kind,” said Alice.

When the sentence tells the story in the words of another it is called **indirect speech**.

Example:

Alice said that her mother was kind.

8. Choose from your Reader six sentences which are in *direct speech*.

Rewrite them in *indirect speech*.

9. Choose a paragraph which is written in *indirect speech*.

Rewrite it in *direct speech*.

10. Which kind of speech do you like best in your stories?

What is the advantage of using *direct speech*?

What is the advantage of using *indirect speech*?

11. Write this story in your own words; in writing it try to make the sentences longer and more interesting; put in more direct speech.

SIR PHILIP SYDNEY

Sir Philip Sydney was a brave man. He was fighting in a battle and was wounded. Soon a friend came by and asked him if he could get anything for him. Sir Philip said he was very, very thirsty. The friend went to get the water, but for a long time could not find any. When he came back with a little in a cup, Sir Philip was dying. He could not raise his head. As his friend put the cup to his lips, Sir Philip saw a poor wounded soldier near. He looked very thirsty, and he was not likely to die. Sir Philip pushed the cup towards the poor man and said: "Drink, friend, thy necessity is greater than mine."

12. *Give two meanings* for each of these words:

bare	post	trace	lace
fare	shop	tear	tease
pore	house	bloom	fence
dear	skate	way	quick
mail	ball	play	foam

13. *Write a sentence* using each word in Exercise 12 with one meaning and then another sentence to show its second meaning.

14. *Read this stanza:*

I'm a jolly pirate out for gold:
 Blow high, blow low, and so sailed we;
 I will rummage through your after hold,
 On the bonny coasts of Barbary.

Write two more stanzas telling what happened to the "jolly pirate." Use the same refrains.

ENLARGING THE SENTENCE

A wind began to blow.

A cold wind began to blow.

A wind from the north-east began to blow.



The first sentence is like the unfinished picture you see on this page. The outline is blocked in, but none of the details that make the picture interesting are given.

What word in the second sentence helps to make the picture more interesting?

The word *cold* is a *describing-word*.

1. Underline the *describing words* in these sentences:

The blue hat is mine.

The sun is warm.

Tom runs quickly.

We caught speckled trout.

Fan sings sweetly.

2. Select three suitable words to describe each of these: an apple tree, a daffodil, talking, a rink, a bee, a bluebird, a street-car, the milkman, eating, the doctor, the weather, a horse-shoe, thinking.

3. Make sentences by *placing suitable* words with each of these describing words: bitter, dusky, fragrant, dreamy, gnarled, clearly, plaintive, kindly, delicate, dauntless, blithe, motionless, swiftly.

The words *from the north-east* in the third example are used instead of the single word *cold* to describe the wind. A group of words doing the work of a single word is called a **phrase**.

4. *Mark the phrases* in these groups of words:

the boy at the end
an officer with a hot temper
a man of unusual height
the showers of spring
the shelf at the top
a woman with a kind heart

5. Rewrite the groups of words in Exercise 4 using a single describing-word in place of each phrase; e.g., a man *of great strength*—a *strong* man.

6. *Now use a phrase* in place of the describing words in these sentences:

Winter sunshine is pleasant.
He walked quickly home.
A tattered beggar sat near.
Puss crept softly up.
Betty's doll is headless.
A golden-haired girl came in.
A well-mannered boy helped me.

Mother called loudly.
A hatless man appeared.
She walks gracefully.

7. Underline the little words with which you began your phrases in Exercise 6.

Such words as *with*, *of*, *at*, *in*, are often used at the beginning of a phrase.

8. *Make phrases* beginning with these little words:

by	to	with	from
into	for	before	in
of	under	above	over
at	down	on	up

9. *Rewrite each of these sentences* using a single word instead of the phrase that each contains; which do you prefer, phrase or word?

The day of the wedding drew near.

I called him in a loud voice.

The flowers of early spring are sweetest.

The house on the hillside is haunted.

I found her in a faint.

The garden lay in the shadow.

Can you hear the voice of the sea?

We sought her on three occasions.

10. *Examine these sentences:*

A roaring lion sprang.

Mary screamed loudly.

Mark the noun and the verb in each sentence.

Mark the describing word in each sentence.

What does the first describing word describe?

What does the second describing word describe?

When a describing word describes a *noun*, it is called an **adjective**. When a describing word describes a *verb*, it is called an **adverb**.

Example: *roaring* is an *adjective* describing the noun *lion*; *loudly* is an *adverb* describing the verb *screamed*.

11. *Draw one line* under the *adjectives* and *two* under the *adverbs* in these sentences:

The white clouds flew swiftly.

The sad little girl cried bitterly.

Mary went early.

The cows drink the clear water.

The vine under the window is growing.

That plant grows like a weed.

The pretty child played with her ball.

Bobby, come quickly!

12. *Make describing words* out of each of these words:

gold	short	hope	silver
boy	clear	stormy	dust
loud	sweet	cross	quick

13. *Add a name-word* to each of the describing words which you have made from Exercise 12, thus making a phrase.

14. *Use each of the phrases which you made from Exercise 13 in a sentence.* Mark them as adjectives or adverbs.

15. *By using adverbs tell how the pupils in your school:* work, play, wait, wake, behave, sing, dream, speak, walk, talk, run, fight, cry, jump, whisper, eat, read, sleep, sigh, try.

16. *Tell when and where:*

The bird got the worm.

The man saw the ghost.

The robin began to sing.
 The boy ate his lunch.
 The mouse found the cheese.
 The darky stole the chicken.
 The tree fell.
 The boy shot a bear.
 The clouds hid the moon.
 The policeman said, "Stop."

17. *Memorize and use these pretty groups of words:*

twilight falls	misty mountain-tops
the summer sea	lovingkindness
golden April	the lilies of the field
silvery moonlight	the rosy dawn
home-keeping hearts	a brave sky
green pastures and still waters	the high heavens
Galahad like a silver star	the thirsty land
living fountains of waters	the King of Glory
in the dewy light	the open road

18. *Memorize this poem:*

THE SANDS OF DEE

"O Mary, go and call the cattle home,
 And call the cattle home,
 And call the cattle home
 Across the sands of Dee!"
 The western wind was wild and dank with foam,
 And all alone went she.

 The western tide crept up along the sand,
 And o'er and o'er the sand,
 And round and round the sand,
 As far as eye could see.
 The rolling mist came down and hid the land:
 And never home came she.

"Oh! is it weed, or fish, or floating hair—
 A tress of golden hair,
 O' drownèd maiden's hair
 Above the nets at sea?
 Was never salmon yet that shone so fair
 Among the stakes on Dee."

They rowed her in across the rolling foam,
 The cruel crawling foam,
 The cruel hungry foam,
 To her grave beside the sea:
 But still the boatmen hear her call the cattle home
 Across the sands of Dee.

—CHARLES KINGSLEY.

Think which are the *most beautiful describing words* in the poem.

Underline each of the beautiful phrases.

Use each of these phrases in a sentence.

Using the same number and kind of beats in each line, make a verse about a lost child.

MORE VOCABULARY EXERCISES

Different objects often have the same quality, but usually they possess it in *different degrees*, as:

The apple is *sweet*, the peach is *sweeter*, the pear is *sweetest* of all.

1. Give the *different degrees* of each of these words; e.g., tall—taller—tallest:

short	large	brave	old	dark	big
thick	fine	true	wide	gentle	rich
hot	loud	high	fat	kind	great

2. Find five adjectives which have *not* different degrees, as: square, perfect.

3. Some words are so long that to add "er" or "est" to them makes them awkward. The degrees of these are given by using "more" and "most" as: beautiful—more beautiful—most beautiful.

Give the degrees of these words:

faithful	anxious	quickly	tiresome
friendly	earnest	joyful	sadly
loudly	frightful	frolicsome	irritable

4. Make a list of all the adjectives and adverbs in any paragraph from your Reader. Give the different degrees of each.

5. Write down ten adjectives of which the degrees are given by adding "er" and "est."

6. Write down ten adjectives of which the degrees are given by using "more" and "most."

7. Write down ten adverbs. How are the degrees of each of them given? Can you find any adverbs of which the degrees are given by using "er" and "est"?

8. A few words express their degrees by using an entirely different word for each degree, as: good—better—best.

Make a list of all the words that you can find which express degree in this way.

THE CUCKOO SONG

Summer is a-comin' in,
 Loud sing cuckoo.
 Groweth seed, and bloweth mead,
 And springeth wood anew—
 Sing cuckoo!

This little song fairly sings of itself. It *sounds* like singing, although there is no music. It was written many, many hundreds of years ago. The people then were as glad to greet the spring as we are.

9. *Memorize* "The Cuckoo Song." See if you can make a tune for it and sing it.

10. *Complete these sentences with a suitable word:*

He roared like ———.

The wind moaned ———.

The sleeping child stirred as if ———.

Her black hair shone like ———.

The baby cried as if ———.

Mother's cheek is as soft as ———.

Grandpa's hair is as white as ———.

Evelyn sings like ———.

Max is as strong as ———.

She is as vain as ———.

Love ebbs like ———.

11. *Collect six expressive* (and not too common):

Verbs of sound, as: chirp, click.

Verbs of motion, as: trudge, plod.

Collective nouns, as; pack, herd.

Adjectives of sound, as: melodious, jarring.

Adjectives of taste, as: acid, appetizing, pungent.

Adjectives of color (not names of colors); as, murky, dingy.

Adjectives of weight (not actual weight), as: leaden, feathery.

Adjectives of size, as: gigantic, minute.

Adjectives of shape, as: terraced, cylindrical.

12. *Write* (1) *an adverb* and (2) *a phrase* telling:

Example:

How the man walked—(1) The man walked wearily.
(2) The man walked with bowed head.

When the train started.

How you feel.

Where the children played.

How they acted.

When the king arrived.

Where the treasure was found.

How the castle was built.

How the waves dashed against the shore.

How the rider galloped.

13. *Use these adverbs* correctly in sentences: partly, bitterly, decidedly, secretly, accidentally, hurriedly, exultantly, finally, apparently, excitedly, considerably, surprisingly.

Lie, lay, and laid are troublesome words and often misused. The trouble is that *lay* has *two* meanings: (1) to recline, (2) to place. When you wish to speak of reclining, use *lie* in the present time and *lay* in the past time, as:

I lie on the couch.

I lay down yesterday.

When you mean “place” (to place anything), use *lay* in the present time and *laid* in the past time, as:

Lay it on the table!

He laid it in the box yesterday.

14. *Read these sentences* filling in the blanks correctly:

I —— the baby on the bed.

I seldom —— down during the day.

—— the dishes on the table.
 Father —— on the couch.
 I was ill yesterday and —— down in the afternoon.
 He —— like a warrior taking his rest.
 Hush, my dear, —— still and slumber.
 I do not like to —— in a hammock.
 Soft and still the moonlight —— on the water.
 —— your new hat in the box.

Memorize the two meanings of lay and be careful to use this tricky little word correctly.

15. *Substitute truthfully descriptive words for the stale ones used in these sentences:*

Mary is a <i>nice</i> girl.	That child <i>simply</i> won't
She wears <i>lovely</i> hats.	mind.
She is an <i>awful</i> talker.	We had <i>lots</i> of time.
It is <i>dreadfully</i> cold.	It's a <i>perfect</i> shame.
I like her a <i>lot</i> .	She has a <i>sweet</i> frock.
We had a <i>perfectly lovely</i> ride.	

16. *These are words often misused; look up the meaning of each in the dictionary; write a sentence using each one correctly:*

wonderful	queer	funny
great	fine	elegant
horrid	awful	grand
terrible	shocking	fierce

17. *Use each of these words in two sentences, once as a noun and once as an adjective:*

silver	road	Canadian	daffodil
April	car	city	purple
twilight	forest	baby	light

18. *Rewrite these sentences*, using a particular name instead of the italicized common one:

A famous man lectures here tonight.

They are travelling in the *far East*.

A song was then sung.

The girl has toothache.

Rich people go *south* in the winter.

I believe you like that *book*.

ANOTHER WAY OF ENLARGING THE SENTENCE

1. *Compose sentences* using these expressions:

The man who ———.

The store at which ———.

Birds that ———.

The year when ———.

The house where ———.

The stranger whom ———.

The fields which ———.

The people from whom ———.

The policeman whose ———.

Examine these sentences:

The *lost* child has been found.

The child that was lost has been found.

What group of words in the second sentence takes the place of the single word *lost* in the first?

Such a group of words is called a **clause**. A clause has a subject and a predicate, while a phrase has not.

2. *Mark the clauses* in Exercise 1 and underline the subject and predicate of each.

Make a list of the words that you have noticed at the beginnings of the clauses.

3. Use *clauses* in place of the italicized words in these sentences:

Example: *The brave workers* are strongest. Those *who toil bravely* are strongest.

The escaped prisoner was recaptured.

We arrived *at sunset*.

On his arrival the hero was welcomed by the mayor and citizens.

The sugar maple grows in eastern Canada.

A rude cross marks *his resting place*.

My favorite story is "Ben Hur."

The road was marked by a *well-beaten path*.

His deeds are not so wonderful after all.

At the sight of the giant their hearts failed them.

We came to a *meeting-place of three roads*.

4. Explain the meaning of each of these phrases:

to be in a brown study

to blow your own horn

to show the white feather

to fall on your feet

to have the wrong pig by the ear

to make hay while the sun shines

to cry "wolf"

to bury the hatchet

5. Find in the dictionary the meaning of each of these words; use each correctly in a sentence:

offend and defend

property and properly

ammonia and pneumonia

guitar and catarrh

accept and except

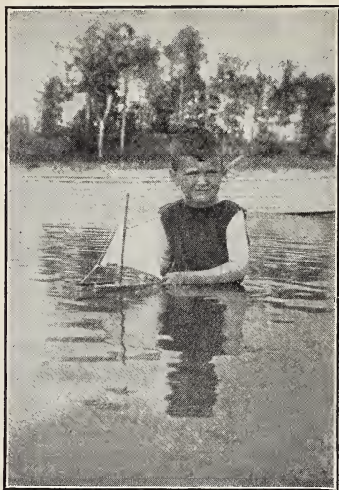
receipt and recipe

intend and attend

explore and implore

comfortable and comforting

discover and invent



LAUNCHING "THE SALLY"

6. Tell the story of how Kenneth earned his boat.
Use clauses in your sentences.

THE HOLY GRAIL

I heard a sound
As of a silver horn from o'er the hills
Blown, and I thought, "It is not Arthur's use
To hunt by moonlight;" and the slender sound
As from a distance beyond distance grew
Coming upon me O never harp nor horn,
Nor aught we blow with breath, or touch with hand;
Was like that music as it came; and then
Streamed through my cell a cold and silver beam,
And down the long beam stole the Holy Grail,
Rose-red with beatings in it, as if alive.

—ALFRED, LORD TENNYSON.

7. Learn the story of the Holy Grail.

8. Memorize this selection. Speak the beautiful phrases softly and clearly.

A NEW WAY OF ENLARGING THE SENTENCE

Examine these sentences:

Jimmy ate a big piece of cake.

He rode four miles and a half.

Mary's mother is a tall woman.

Isabel gave me a book.

I struck the dog.

Do you hear the music?

Separate the subject from the predicate in each.

Underline the verb in each sentence.

Look at the groups of words, *a big piece of cake*, *four miles and a half*, etc. These are not phrases; they are not clauses. What work do they do? They just *tell something more* about the predicate. Many verbs are not interesting or not clear, if they stand by themselves. They need help. This part of the sentence is called the **completion of the predicate**. You can often make your sentence more interesting by adding a *completion of the predicate*.

1. *Underline the completion of the predicate in each of the foregoing sentences.*

2. *Complete the predicates of these sentences:*

Jack went ——. We were ——. Fred was ——.

Mary is ——. I saw ——. Mother had ——.

Jane has ——. Do you think —? Look at ——.

3. *Underline the completion of the predicate in each of the following sentences;*

He sold his team of oxen.
 It is a long way.
 We were sorry for them.
 They were jolly people.

He built a barn.
 Can you make bread?
 He sent a book.
 He shook me.

4. *Write sentences comparing:*

a stream and moonlight	sunshine and a metal
the sea and a horse	the sky and a shell
complexion and a flower	a forest and a church
the horse and the eagle	a man and a lion
the baby and a flower	a child and a colt

CORRECT SPEECH

Make ten sentences using each of the following groups of words correctly; practise one group daily:

It was I (he, she, or they).
 I shall (wait, go, stay, walk, or run).
 I suppose (instead of "I guess")
 as well as (I do it as well as you)
 seems as though (not "seems like")

ENUNCIATION EXERCISES,

1. The following common words are often mispronounced; practise until you use them correctly:

get	once	girl	Tuesday
catch	picture	just	February
asked	poetry	twice	student

2. The following words have long "a's"; pronounce them with an open throat; practise until you use them correctly:

father	daughter	water
rather	draught	naught
Raleigh	caught	slaughter

3. *Sound the words* in Exercise 2 to find out what vowel sound is most strongly pronounced in each.

4. *Make a list of ten long words.* Divide them into syllables. Upon which syllable in each does the accent rest?

5. *Here are some tongue twisters to practise:*

- (a) A tutor, who tooted the flute
Tried to teach two young tooters to toot;
Said the two to the tutor,
Is it harder to toot, or
To tutor two tooters to toot?
- (b) One old Oxford ox opening oysters.
- (c) Two toads totally tired trying to trot to Tudbury.
- (d) Three thick thumping tigers tickling trout.
- (e) Four fat friars fanning a fainting fly.
- (f) Five fine furriers flying to France for fashions.
- (g) Six Simple Simons sipping soup.
- (h) Seven Severn salmon setting sail for Southampton.
- (i) Eight elegant elephants embarking for England.
- (j) Nine nimble noblemen nibbling nonpareil.
- (k) Ten tipsy tailors twisting twine.

6. *Notice the beautiful vowel sounds* in these sentences; memorize the sentences and practise reciting them carefully:

- (a) These are the gardens of the desert, these
The unshorn fields, boundless and beautiful.
- (b) Now I only hear its melancholy long-withdrawing
roar.
- (c) And cheered his Table Round
With large, divine, and comfortable words.
- (d) And the fifth angel sounded, and I saw a star fall
from heaven unto the earth: and to him was given the
key of the bottomless pit.

FURTHER SENTENCE PRACTICE

1. *Select ten short sentences* containing adjectives; rewrite them using an adjective which will make the meaning stronger, as: "*Yellow* sunlight filled the room. *Golden* sunlight," etc.

2. *Rewrite these sentences* using a stronger verb:

He put water in the cup.

He took the apple from me.

She went upstairs at once.

The boy called to his friend.

He got over the fence.

He closed the door angrily.

You are not speaking the truth.

I threw the ball at his head.

It rained heavily.

The waves washed the rocks.

He takes too much liquor.

The beaten dog came back to his master's feet.

3. *Rewrite these sentences* using a *verb of action* instead of "is" or "was," as: The moon *was* hidden. A cloud *hid* the moon.

Her hair was golden.

Her song was pleasant.

April is a laughing
month.

The robin's breast is red.

They were cold and tired.

It is nearly lunch time.

It is time for you to go.

It is raining.

Who is knocking?

4. *Rewrite these sentences* to show that the action took place in the *past*:

Mary plays with me.

The baby is crying.

We eat apples.

Can you hear the band?

Jim grows fast.

I drink milk.

Mother is calling me.

Ben sees the light.

Jean sets the table.

Jack plays marbles.

5. *Express in three different phrases* each of these ideas:

five o'clock

very early

summer

high up

a snowy day

very low down

when the sun sets

the sea

red color

6. *Write sentences using these groups* of words as phrases with a noun:

beside the sea

of truth

on the hill-top

with the yellow hair

from the desert

by the roadside

in the brook

under the trees

of glittering gold

in the forest

7. *Write sentences using these phrases* with the action word:

at five o'clock

with great courage

in great haste

in two hours

before the gate

for sorrow

without fear

with the cows

to the mill

through the woods

against the tide

across the sky

under the hill

in the garden

with the wind

over the fence

8. *Write ten sentences* containing clauses beginning with the words "who", "which", or "what". Underline the clauses.

9. *Choose ten sentences* from your Reader. Underline the clauses. Rewrite them, putting in a single word instead of the clause.



A TOTEM POLE

16. *Write ten sentences about totem poles.* Use clauses in your sentences.

PARAGRAPH PRACTICE

Examine this paragraph:

The blueberries were fully ripe. In the burnt lands the purple of the clusters and the green of the leaves now overcame the paling rose of the laurels. The children began picking at once with cries of delight, but their

elders scattered through the woods in search of the larger patches, where one might sit on one's heels and fill a pail in an hour. The noise of footsteps on dry twigs, of rustling in the alder bushes, the calls of Telesphore and Alma Rose to one another, all faded slowly into the distance, and about each gatherer was only the buzzing of flies drunk with sunshine, and the voice of the wind in the young birches and aspens.

—LOUIS HÉMON.

Is this a clear picture of a berry-picking? Is it a beautiful picture? Give reasons for your answers.

Study the paragraph and notice what the author has done to make it (a) clear and (b) beautiful. Mark how he mentions first the most noticeable thing in the picture, the blueberries; and then, in turn, the less and less noticeable things: burnt lands, children, distant elders, footsteps, calls, flies, wind; this plan makes the picture *clear*. Notice, too, that he has put much color and many sounds into his picture; these make it *beautiful*.

In describing anything, try first to see it in your mind as clearly as possible. Decide *what kind* of picture you will make, as pleasant, warm, autumn, country. Then jot down all the details you see in the picture; choose those which belong to the *kind* of picture you wish to make. In your first sentence tell the *kind* of picture; in the others mention the details in their turn.

1. *Describe in a paragraph:* a winter morning, a firelit room, a dairy.

2. *Describe:* the hut where King Alfred hid, the hall of a Norman baron, an Indian "Long House."

3. *Describe:* The Round Table, The Thrush's Nest, Peter Pan, Valhalla, The Wooden Horse.

4. *Describe:* Galahad, Friar Tuck, Guy of Gisborne, David, Queen Esther, Joan of Arc.

5. *Describe* (from any story): the home of the hero, the heroine, the great adventure, the climax.

6. *Rewrite* the following sentences using clauses instead of phrases:

He called on the stroke of four.

A bird in the hand is worth two in the bush.

I met a man with seven wives.

The brook in the meadow is frozen.

A man in a mask appeared.

7. *Rewrite* the following sentences using phrases instead of clauses:

Never go out while it rains.

A girl whose hair was black came in.

After it had skidded the car stopped.

The cap which is on top is mine.

When the clock had struck he went out.

When eating soup use the side of the spoon.

8. *Study this paragraph:*

FISHING FOR LOACHES

Let me be of any age, I never could forget that day and how bitter cold the water was. For I doffed my shoes and hose, and put them in a bag around my neck; and left my little coat at home, and tied my shirt sleeves back to my shoulders. Then I took a three-pronged fork firmly bound to a rod with cord and a piece of canvas kerchief with a lump of bread inside it; and so went into the pebbly water, trying to think how warm it was. For more than a mile all down Lynn stream, scarcely a stone I left unturned. For being gray-spotted and clear to see, the loach will stay quite still hoping to be overlooked. Being disturbed, he flips away and lies with his sharp head poked in under a stone. That is the time to spear him nicely, holding the fork very gingerly and allowing for the bent of it which comes at the tickle of air and water.

From *Lorna Doone*.

—R. D. BLACKMORE,

This paragraph explains how John Ridd caught loaches. Notice that he gives you first an idea of the kind of picture. *In explaining*, you must be careful to put in *all necessary details* in the order in which they happen.

9. *In a paragraph explain how you:*

catch gophers	climb a tree
make a whistle	make a play-house
teach a calf to drink	make bread

10. *In a single paragraph write the story of:*

a favorite novel	an experience which
a magazine short story	you have had
a picture show	a play
a fairy story	a person's life
an animal story	the building of a house

11. *In a paragraph explain why:*

you dislike porridge	you like music
you skate well	you enjoy reading
you think it wisest to tell the truth	you shine your shoes
you don't drink tea or coffee	you like swimming
	you go to school
	you need fresh air

12. *Describe a scene:*

in a woodland	on an island
in a city	in a dungeon
on the sea	on the farm
in the desert	among mountains
in a cave	in a garden
on shipboard	by a river

13. *Describe once more any of the scenes in Exercise 12, introducing people into the picture.*

14. Read this letter from *Vanity Fair* by William Makepeace Thackeray:

Richmond, England,
March 18, 1801.

Dear Mama,

I hope you are quite well. I should be much obliged to you to send me a cake and five shillings. There has been a fight at the school between Cuff and Dobbin. Cuff, you know, was cock of the school. They fought thirteen rounds and Dobbin licked. So Cuff is now only second cock. The fight was about me. Cuff was licking me for breaking a bottle of milk and Figs wouldn't stand it. They call him "Figs" because his father is a grocer. I think as he fought for me you should buy all your tea and sugar at his father's store. Cuff goes home every Saturday but can't this because he has two black eyes. He has a white pony to come and fetch him. I wish my grandpapa would buy me a pony.

I am,

Your dutiful son,

George Osborne.

(a) *Describe* George, Cuff, and Dobbin as you imagine them.

(b) *Describe* the kind of school they attended.

(c) *Suggest three improvements* you could make in the letter.

(d) *Pretend* that you are George's mother and write an answer to the letter.

15. *Imagine yourself:* angry, cold, scornful, afraid, shivering, bold, enthusiastic, doubtful, surprised, disgusted, satisfied, comfortable, sleepy, ashamed, alert, annoyed, bitter, remorseful, pleased, flattered, worried, or despairing; and *speak three sentences in character.*

16. *Imagine yourself*: the teacher, the minister, the policeman, the inspector, the store-keeper, the shoemaker, a judge, a railway engineer, a soldier, King George, Napoleon, Queen Elizabeth, Gladstone, Lord Kelvin, Marconi, Edison, the driver of an aeroplane, a newsboy, Elizabeth Fry, a United Empire Loyalist, a *coureur-de-bois*, a *voyageur*, etc. *By speaking three sentences in character*, help the class to guess who you are.

17. *Change each of these sentences*, making the direct speech indirect and the indirect speech direct:

Mother said that she was very tired.

"I am going home, now," said Mary.

"You are mean and I won't play," sobbed little Jane.

The woman laughed and said she would try.

"Are you not afraid of mice?" asked Mary.

"Of course, I am not," answered Joe.

Tom Brown says that all boys like bathing.

"Ask Mother," suggested Father.

The shopman asked five dollars for it.

She said that she didn't believe me.

The child sobbed out that she was lost.

"Do you hear the car?" called John.

18. *Describe in a paragraph*: a sunset, a twilight scene, a windy night, a hot afternoon, a spring morning.

19. *Castles in Spain*.—Describe in a sentence or paragraph: the work you hope to do, the house you hope to build, a journey you hope to take, a place you hope to see, a person you hope to meet.

20. *Describe these places*: a fairy ring, Neptune's court, a haunted valley, a smuggler's cave, Giant Despair's castle.

20. *Examine the picture* on the opposite page. Describe:

The stable

Mary

The shepherds

MORE VOCABULARY WORK

1. *Underline the phrases* in these sentences:

Put the glass on the buffet!

Had she a shawl over her head?

The house in the valley is ours.

George walked from the station.

The book under the table is Mary's.

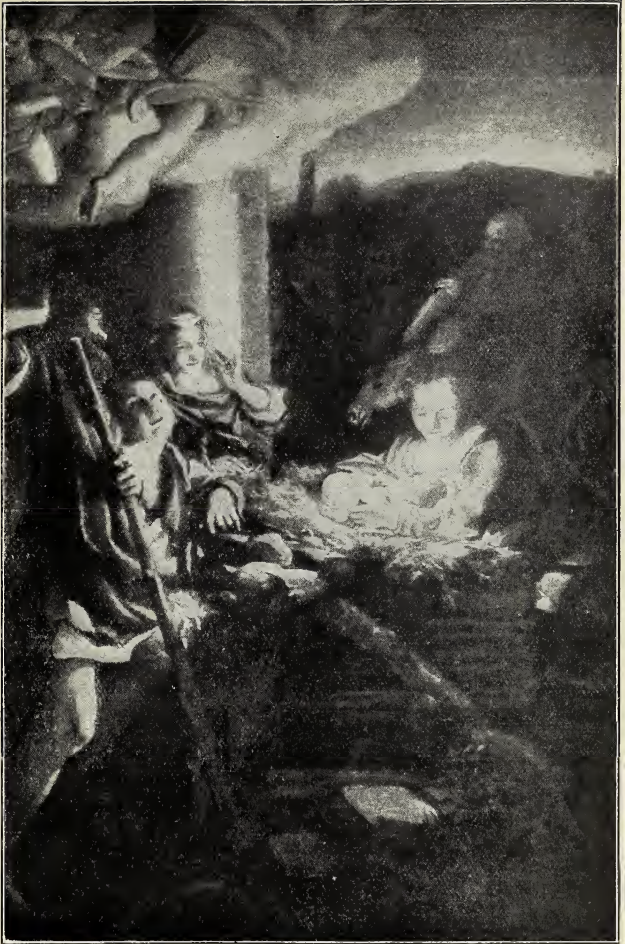
Examine the little word which stands at the beginning of each phrase. *On* shows *the relation* between the glass and the buffet. *Over* shows *the relation* between the shawl and her head. *From* shows *the relation* between the walking and the station. What relations are shown by *in* and *under*?

There are a great many of these little words in English. They are very useful. They show many kinds of relations, as: where things are, when they happened, why they happened, etc. These little words are called **prepositions**. *Pre* means "before," and *position* means place; *preposition* means to "place before." They are called so, because they are *placed before* the phrase.

2. *Make a list of ten phrases* and mark the prepositions.

3. *Find all the prepositions* that you can that show: (a) place, (b) time.

4. *Examine any story*. Make a list of all the prepositions that you find in it.



HOLY NIGHT

—Correggio

The short words that stand at the beginning of clauses are called **conjunctions**. As it has a subject and a predicate of its own, a clause is really a little sentence within a larger one. The word that stands at the beginning of the clause *joins* the clause to the sentence. Because these little words *join*, they are called *con-junc-tions*. *Con* means "together" and *junction* means "join." So *conjunction* means to "join together."

5. *Underline the conjunctions* in these sentences:

John went home and weeded the garden.

The boy who brings the paper has scarlet fever.

I would go but mother needs me.

The teacher laughed when I told her.

She asked me who had told me.

She said that she did not believe it.

6. Conjunctions may join two words or two phrases.

Mark the conjunctions in these sentences:

John and James came.

Kitty played on the table and on the chairs.

Come with Fred and me.

Can you see the boy and the dog?

He hunted on the lawn and in the house.

7. *Write ten sentences with phrases* and ten with clauses. Mark the prepositions and conjunctions.

8. Memorize this stanza; notice all the beautiful colored words and phrases in it:

THE FORSAKEN MERMAN

Children dear, was it yesterday

We heard the sweet bells over the bay?

In the caverns where we lay,

Through the surf and through the swell,
The far-off sound of a silver bell?
Sand-strewn caverns, cool and deep,
Where the winds are all asleep;
Where the spent lights quiver and gleam,
Where the salt weed sways in the stream,
Where the sea-beasts, ranged all round,
Feed in the ooze of their pasture-ground;
Where the sea-snakes coil and twine,
Dry their mail and bask in the brine;
Where great whales come sailing by,
Sail and sail, with unshut eye,
Round the world for ever and aye?
When did music come this way?
Children dear, was it yesterday?

—MATTHEW ARNOLD.

ORAL EXERCISES

1. *Relate in one sentence, in three sentences, or in a short paragraph, a personal experience which you had when you:*

went for the cows	brought in a stray cat
played grocery store	were lost in a snow storm
made a Christmas gift	lost your hat in the creek
planted a garden	caught a fish
saw a bear	went to swing in the park

2. *Prepare a short story to tell the class in opening exercises or during the story hour.*

3. *Find out all that you can about: a mine, a canning factory, pine-apples, a polar bear. Tell the class what you have learned.*

4. *Help the class to make a play out of the story of Jacques Cartier stealing the Indian chiefs.*

A PSALM

The heavens declare the glory of God; and the firmament sheweth his handywork.

Day unto day uttereth speech, and night unto night sheweth knowledge.

There is no speech nor language where their voice is not heard.

Their line is gone out through all the earth, and their words to the end of the world. In them hath he set a tabernacle for the sun;

Which is as a bridegroom coming out of his chamber, and rejoiceth as a strong man to run a race.

His going forth is from the end of the heaven, and his circuit unto the ends of it: and there is nothing hid from the heat thereof.

—THE BIBLE: PSALMS XIX, 1-6.

5. *Memorize* this Psalm. When reciting, be careful to make each word sound as musical as you can.

6. *Tell a paragraph story about:* a battleship, snowshoes, a spinning wheel, a canoe, bears, China, radio, prohibition, giraffes.

7. *Explain in a short paragraph* how: to cure chilblains, to sit correctly, to eat soup politely, to care for your finger nails.

8. *Make a play from the story of Cinderella.* Train the younger children to act it for Friday afternoon.

9. *Prepare two riddles* to ask the class. See how many of the pupils can guess them all.

10. *Make a paragraph story* entitled: How I earned my Skates, Winnifred's New Dress, A Ride in a Caboose, A Strange Christmas Gift, A Marshmallow Roast, How I missed my Dinner.

11. *Here is a picture of Rudyard Kipling. Prepare and speak a describing paragraph about him. Find out the names of six of his books.*

12. *Tell in a paragraph the story of the life of Champlain, Frontenac, La Salle, Vancouver, Lord Selkirk, Lord Strathcona.*

13. *In a paragraph explain why: summer is healthier than winter, milk is healthier than tea, we should wear rubbers, we do not need hats, we should walk much.*

14. *Tell a paragraph story of the adventures of Vasco da Gama, Flora McDonald, Henry Hudson, Scott who explored the South Pole, La Verendrye, Isaac Brock.*

15. *Make and act a play of Mary Queen of Scots' life.*

16. *Find a funny story; prepare and tell it to the class.*

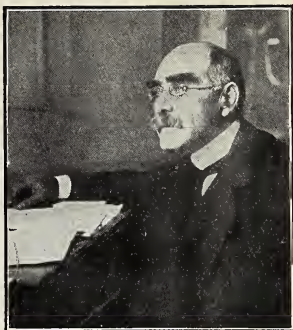
17. *Choose the story that you like best. Practise it carefully and read it aloud to the class.*

18. Arrange a programme of charades for Friday afternoon.

19. *Memorize and practise reciting these beautiful passages:*

(a) I heard the water lapping on the crag,
And the long ripple washing in the reeds.

(b) Tell me where is fancy bred, or in the heart or in the head?



RUDYARD KIPLING

(c) God's child with His dew on thy gracious gold hair.

(d) All the air was a fount of freshness, and the earth of gladness, and the laughing waters prattled of the kindness of the sun.

(e) The earth is the Lord's and the fulness thereof; the world and they that dwell therein.

20. A **debate** is an argument in which the speakers are divided into two parties. In formal debates it is usual to have two people on each side, but in *class debates* you may have any number you wish. Appoint a "leader" for each side, and ask the teacher or one of the senior pupils to act as judge.

The **resolution** is the subject of the debate, as: "Resolved that it is better to play a game than to read a book."

One side agrees to speak for the affirmative and the other on the negative of the debate.

Each speaker on the affirmative side prepares one good reason why it is better to play a game.

Each speaker on the negative side prepares one good reason why it is better to read a book.

The leader of the affirmative side speaks first, then the leader of the negative, then each of the others in turn.

The side which has the greatest number of points wins.

Besides advancing points on your own side, you may refute, or disprove, the points of your opponents.

RESOLUTIONS FOR DEBATES

The cow is more useful than the horse.

It is harmful for boys and girls to eat pie.

The Pilgrim's Progress is a better book than *Robinson Crusoe*.

Candy is harmful for children.
 Skating is healthier than dancing.
 Drinking tea and coffee is harmful.
 It is wrong to smoke.
 Every child should go to school till he is sixteen.

21. *Discuss these slang phrases* and decide whether or not you will allow yourself to use them; require forfeits of anyone who uses a forbidden phrase.

cut it out	go to it
I'll tell the world	over the top
step on the gas	be in at the death
let's go	hit below the belt
get my goat	put one over on me
drive it home to him in that way	
go up in the air about anything	

22. *Tell the story of "Baucis and Philemon."*

WRITTEN COMPOSITION EXERCISES

1. *Find out* and write paragraph stories about: Daedalus, Tantalus, Narcissus, Perseus, Theseus, Achilles, Ulysses, Horatius, Orpheus, Siegfried, Roland.

2. *Write a little play* of some part of the story of: *Robinson Crusoe*, *Little Women*, *Uncle Tom's Cabin*, *Black Beauty*.

3. *Write a limerick about:*

a fat man	a cross man	a lazy boy
a small man	a jolly man	a greedy girl

4. *Describe in a paragraph* each of these places:

The Celestial City	Avalon	Netherby Hall
Camelot	Hart Hall	Lilliputia

5. *Write the story of:* The Wooden Horse of Troy, The Ugly Duckling, The Flying Dutchman, Peter Pan.

6. *Make a booklet* and copy into it very neatly all your favorite poems.

7. *Write business letters* ordering: cherries from British Columbia, a bicycle, a brooch for your mother, a children's magazine.

8. *Explain the advantages of:* daylight saving, being poor, writing neatly.

9. *Find out all you can* about buffalo and write an article about them.

10. *Write down five reasons* why you should go to the picture show, and five reasons why you should not.

11. *Tell how you earned money* to buy your Christmas gifts last year.

12. *Make a booklet of jokes* for your father.

13. *Choose a picture* that you admire. Paste it at the top of your paper. Beneath, tell why you think it beautiful.

14. *Make a picture book* for your little brother or sister.

15. *Explain in a paragraph* how to: cure meat, make tea, clean gloves, candle eggs, put on a patch, blanch almonds.

16. *Write a paragraph describing:* the house where you were born, the swimming pool, the grocery store where you shop, a post-office, the living room (or kitchen) at home.

17. *Write* an original Christmas play. (Or the class may do it together.)

18. *Make a poem* about Canada to recite in public on Dominion Day.

19. *Copy from the Bible in a booklet* each of these famous passages:

The story of the Prodigal Son.

The Beatitudes.

Psalm i.

Genesis i, verses 1-5.

Revelation xxi, verses 1-4.

Memorize these passages.



THE HAYMAKERS

—Dupré

GRADE SEVEN

THINKING

When you have learned to collect a group of ideas about a topic, select the most important and discard all those that are uninteresting or not pertinent. Then, you should learn to arrange your thoughts in the best order. There are several ways in which thoughts may be arranged for expression.

1. *Read this paragraph carefully.* Then, think it through with your eyes shut.

BREATHE OUT!

The breath which you give out is impure air, to which has been added, among other matters which will not support life, an excess of carbonic acid. That this is the fact you can prove for yourselves by a simple experiment. Get a little lime-water at the drug store, and breathe into it through a glass tube; your breath will at once make the lime-water milky. The carbonic acid of your breath has laid hold of the lime, and made it visible as white carbonate of lime—in plain English, as common chalk.

You will notice that the important idea is placed first, and that the other thoughts are arranged in the order *in which each one leads to the next*: Outgoing breath is impure > You can prove it > Get lime-water > Breathe into it > It becomes milky > Because the acid turned the lime into chalk.

2. *Read this paragraph:*

DAULAC'S DEFENCE

This gave the French a breathing-time, and they used it for strengthening their defences. Being provided with tools, they planted a row of stakes within their palisade, to form a double fence, and filled the intervening space with earth and stones to the height of a man, leaving some twenty loop-holes, at each of which three marksmen were stationed. Their work was still unfinished when the Iroquois were upon them again.

In what order are the thoughts arranged? Make a diagram as in Exercise 1 to show that each thought leads to the next.

3. From your Reader *select four paragraphs* in which the thoughts are arranged in this order. Make a diagram to prove that this is so in each case.

Stating the main thought first and the others after it in the order in which one thought leads to the next is the common order for arranging your thoughts, when you wish to **explain anything** or to *give information* to anyone. But you can see that if, in a story, you told first the most important, interesting, or exciting thing that happened, it would spoil the story.

4. *Read this little story:*

TRIFLES MAKE PERFECTION

A friend once visited the studio of Michelangelo, the great sculptor. Glancing at a beautiful statue that was almost finished, he said, "You have done no work on it since I was last here, have you?"

"On the contrary," answered Michelangelo, "I have done a great deal. I have entirely changed the expression of the mouth; I have softened a feature here and there,

and strengthened a muscle; I have retouched this part and polished that."

"O yes, very likely," said his friend, "but those are trifles."

"Trifles they may be," answered the great sculptor, "but trifles make perfection, and perfection is no trifle."

Which is the most important thought in this story? Where is it placed? Can you tell why? What work does the first sentence do for the story?

In a **story** the *first sentence* (or *paragraph*) tells where and when the incident happened. It introduces the characters. After that, the thoughts are arranged in the order in which they happened till they reach the *most important idea* or *climax*, which is placed at or near the end.

5. In *Trifles Make Perfection* write down five things you know from the first sentence. What is the climax?

6. *Write five things that are told* in the first few sentences of the story of King Midas. What is the climax?

7. *Select the five stories* that you like best. Tell what is the climax of each and where it comes in the story.

8. Find a story in which *the most exciting thought* (or climax) is at the very end.

THE OLD HOUSE

In my walk yesterday forenoon I passed an old house which seemed to be quite deserted. It was a two-story, wooden house, dark and weather-beaten. The front windows, some of them, were shattered and open, and others were boarded up. Trees and shrubbery were growing neglected so as quite to block up the lower part. There was an aged barn near at hand, so ruinous that it had been necessary to prop it up. There were two old carts, both of which had lost a wheel. Everything was in keeping.

—NATHANIEL HAWTHORNE.

Read twice the description of the old house. Shut your eyes and look at the picture. Notice that Hawthorne makes a *general statement* about it first; then, he mentions the details in the *order in which he saw them*; lastly, he *sums it up*.

9. *What three points* should you remember in making a description?

10. *Make a list of ten details* about an old church. Arrange them in the order in which you saw them.

11. Look at your mental picture, make your *general statement*, select *five details*, and write your description.

12. *Describe* a farm-house, a pleasant room, a valley, a hiding place, an orchard.



LAKE LOUISE

13. Describe this picture in a short paragraph.

Describe the picture on page 110. Follow the directions given in Exercise 11.

EXERCISES FOR THE IMAGINATION

1. *Shut your eyes and look!* What do you see when I name: a diamond mine, an African jungle, Java, a moonlit night, a hail storm, an ancient castle, an old-fashioned garden? Tell or write down what you saw.

2. *What would you do if you were:* John D. Rockefeller, Lloyd George, Thomas Edison, King George?

3. *Make little stories* to illustrate the sayings:

Honesty is the best policy.

Love your neighbor as yourself.

Laugh and the world laughs with you.

If you try hard enough you will win.

4. *Tell in a paragraph what you would have done* if you had been:

Daniel in the den of lions

Robin Hood at Nottingham

King John at Runnymede

Laura Secord

5. *Write a short conversation* between:

Two grandmothers

King Alfred and a moving picture manager

Columbus and Amundsen

Queen Elizabeth and Queen Victoria

6. *Read this stanza:*

THE LIGHT-KEEPER

The brilliant kernel of the night,
The flaming light-room circles me:
I sit within a blaze of light
Held high above the dusky sea.

Far off the surf doth break and roar
 Along bleak miles of moonlit shore,
 Where through the tides the tumbling wave
 Falls in an avalanche of foam
 And drives its churned waters home
 Up many an undercliff and cave.

—ROBERT LOUIS STEVENSON.

Make up a little *story of adventure* with this lighthouse as a setting.

7. *Read this description:*

THE KITCHEN

It was a good-sized, cheerful-looking kitchen. A fine fire was burning in the enormous fire-place; the white walls and ceiling were yellow in the light of the flame. No candles were needed, and none were there. The supper table was set, and with its snow-white tablecloth and shining furniture, looked very comfortable indeed.

—SUSAN WARNER.

There were two people in this room. Describe them. Make them fit the room.

8. Imagine *something that happened* in this kitchen and make of it a one-act play.

THE THREE-PARAGRAPH COMPOSITION

1. *Read this story.* Examine it carefully and decide *what is told about* in each paragraph:

MY FIRST FISHING EXCURSION

I have been happy many times in my life, but never more so than when I received my first fishing pole from my uncle's hand and trudged off with him through the woods and meadows. My uncle, who knew where the

best haunts of the pickerel were, placed me at a good point, and I threw out my line and waited anxiously for a bite. Suddenly the bait sank out of sight. "Now for it," thought I, "here is a fish at last." I gave a strong pull and brought up—a tangle of weeds! Again and again I cast my line and drew it back empty.

Finally something tugged at my hook and swept off with it into deep water. Jerking it up, I saw a fine pickerel wriggling in the sun. "Uncle," I cried, "I've caught a fish!" "Not yet," said my uncle, and as he spoke there was a splash, and I caught the gleam of a scared fish shooting off through the water. My line hung empty. I had lost my prize.

Overcome by my great disappointment, I sat down on a log and for a long time refused to be comforted. Finally, however, my uncle rebaited my hook, put the pole into my hands, and encouraged me to try my luck once more. "But remember, boy," he said, with his shrewd smile, "never brag of your fish until you have him on dry land."

—Adapted.

You will notice that the first paragraph explains the situation; the second narrates the action and climax, and the last describes the conclusion. All well-written paragraphs, stories, plays, and articles have these three divisions clearly marked: the **introduction** explaining the situation; the **action** or **body** (including the climax) telling what happened; the **conclusion**, which sums up the affair.

2. Choose a favorite story in your Reader and retell it in three paragraphs.

3. Look up the material and *write in three paragraphs* the life of: Robert Bruce, Sir Walter Raleigh, Sir John Moore, Prince Charles Edward, Florence Nightingale, D'Iberville, Peter the Hermit, Jack Cornwell.

4. *Tell in three paragraphs the story of:*

Evangeline	Don Quixote
The Pilgrim's Progress	William Tell
Moses Goes to the Fair	The Heroes of the Long Sault

5. *Make up a three-paragraph story for each of the following titles:*

A Pound of Cheese
 My First Telegram
 Fresh Paint
 When the Teacher Made a Mistake

6. Many plays are written in three parts. In *what three scenes* might each of these stories be presented:

Cincinnatus
 The Hammer of Thor
 The Knights of the Silver Shield?

7. *Arrange a little fairy play in three scenes.* Choose the younger children to take the parts. Train them and put on the play for the school.



BREAKING THE SPELL

8. *Make up a play suggested by this picture.*

9. *Dramatize in three scenes:*

Beowulf Conquers the Dragon
Arthur Draws the Sword from the Stone
Robin Hood and the Sheriff of Nottingham

10. *Make three-scene plays out of each of these:*

The Life of Joan of Arc
The Signing of Magna Carta
Jacques Cartier Curing the Sick Indians

11. Describe in a letter to a friend *three interesting things* that lately happened to you.

The three-division plan is very useful, also, in speaking, or in writing an article to give information.

12. *Study this short article:*

AGRICULTURE

Is agriculture a repulsive pursuit? That which has been called farming has repelled many of the youths of our day, I perceive; and I glory in the fact. A boy who has received a fair common-school education and has an active, inquiring mind does not willingly consent merely to drive oxen and hold the plow forever. He will do these with alacrity, if they come in his way; he will not accept them as the be-all and the end-all of his career.

He will not sit down in a rude, slovenly, naked home, devoid of flowers, and trees, and books, and periodicals, and intelligent, inspiring, refining conversation, and there plod through a life of drudgery as hopeless and cheerless as any mule's. He has needs, and hopes, and aspirations, which this life does not and ought not to satisfy. This might have served his progenitor in the ninth century; but this is the nineteenth, and the boy knows it.

Any farmer, who has two hands and knows how to use them, may, at fifty years of age, have a better library than King Solomon ever dreamed of, though he declared

"that of the making of books there is no end"; any intelligent farmer's son may have a better knowledge of nature and her laws when twenty years old than Aristotle or Pliny ever attained. The steam engine, the electric telegraph, and the power-press have brought knowledge nearer to the humblest cabin than it was ten centuries ago to the stateliest mansion; let the cabin be careful not to disparage or repel it.

—HORACE GREELEY.

Write the topic of each paragraph, leaving a two-inch space between. Fill in, under their proper heading, the details mentioned in each paragraph.

13. *Examine this outline:*

THE BEAVER

Beaver: Appearance
Home

Activities: Building
Food-getting

Use: Fur-bearing

Can you suggest any other topics to put in the outline? Would you rearrange these topics? Why?

14. *Make an outline or plan for a three-paragraph article on:*

milk delivery	preparing the garden soil
how to be healthy	organizing a hockey team
making a rink	breaking a horse
making a dress	preparing a dinner

15. *Make a careful plan of any short article cut from a newspaper. Is the article well arranged?*

VOCABULARY WORK

LEARN TO USE WORDS IN THEIR EXACT MEANING

1. *Choose the preferable italicized word and give the reason for your choice:*

It tastes *strong strongly* of pepper.
 The children sat *quiet quietly*.
 He paid *dear dearly* for his whistle.
This these porridge are (is) cold.
 They lived *happy happily* ever after.
 I went *in into* the room.
 She is the *taller tallest* of the three.
 He stood *firm firmly* on the rock.
 The team felt *bad badly* at losing the game.
 Montreal is *farther further* away.
 The *latest last* news was good.
 The car rides *easy easily*.

2. *Explain the difference in meaning between:*

It looks good.	It looks well.
A few came.	Few came.
She went home.	She had gone home.
Mother's photograph is on the table.	A photograph of Mother is on the table.
The hairdresser and barber lives here.	The hairdresser and the barber live here.
He looked sad.	He looked sadly.
Give me half a dollar.	Give me a half-dollar.

3. *Express in simple, correct English each of these florid sentences:*

The silver-tongued orator enthralled the audience.
 They approached the hymeneal altar.
 The immortal spirit winged its flight above.

The conflagration consumed a vast area.
 The assembled populace shouted aloud.
 The unprecedented inclemency of the weather prevented my visit.

An opulent individual appeared.
 He sustained a fractured femur.
 She was the recipient of many handsome gifts.
 It is the unmistakable precursor of rain.
 An agriculturalist gave a demonstration.
 His palatial residence was reduced to ashes.
 Pecuniary advantages go with the position.
 The customary beverages were dispensed.
 In came the lady who presides over the culinary department.

He was a professor of the tonsorial art.
 My olfactory nerves told me dinner was nigh.
 His nether garments were somewhat out of repair.
 Her cries were audible to us at a great distance.
 He was followed by a shabby specimen of the canine tribe.

4. *Improve these sentences by removing the colloquialisms from each:*

You had no call to answer the door.
 Mind what I say to you!
 He waited quite a spell.
 Could you make out what he meant?
 Don't let on to mother.
 Wait a bit and see.
 He was rather put out at me.
 George got into a scrape yesterday.
 I need a new dress the worst way.
 Are you done with my book?
 They will blame it on you.

I meet him sometimes of a Sunday.
He was bound to come.
Funny you didn't hear it.
Are you through dinner?
We can't get along with her.
What possessed you to do it?
You had best tell your father.
He began to hurriedly arrange it.
It is about a month since I saw him.



THE NIGHT FLIER

5. *Write the name of each part of the machine. See who will have the longest list.*

USE "SHALL" AND "WILL" CORRECTLY

6. *Examine these sentences:*

- | | |
|--------------------------|--------------------------------|
| (a) I shall go today. | (b) I will go in spite of you. |
| Will you come? | You shall do as I tell you. |
| He will make it for you. | He shall go, I insist. |

Underline all the shalls and wills in the foregoing sentences. What do these words express in group (a)? What do they express in group (b)? With what pronoun is shall used in group (a)? With what pronoun in group (b)? With what pronouns do you use will when you mean determination?

To express *determination*, you use *will* when speaking of yourself and *shall* when speaking of other people. To express *future* time, you do just the opposite: that is, you use *shall* when speaking of yourself and *will* when speaking of other people. If you remember that "I *will* do it" correctly expresses *determination*, you can remember that the other uses are just the opposite.

7. *Give the exact meaning of both forms in:*

Will (shall) you come tomorrow?

I will (shall) not go.

I would (should) go.

He shall (will) be told of it.

What would (should) you do?

8. *Which form is correct in the following sentences? Give the reason for your choice:*

I cannot wait longer, but shall (will) go at once.

Will (shall) you be here tomorrow?

May (can) I eat the cake?

He thinks he will (shall) not win.

I shall (will) be ill if I go.

Would (should) you believe what I told you?

He is determined that he will (shall) go.

9. *Teach and learn* are often confused. Look these words up in the dictionary. Memorize their meanings. Make five sentences in which each is used correctly.

10. *Explain the errors in these sentences:*

I shall not punish you for taking it, but for lying.

He said he didn't know as he would like it.

He wore out four pair of shoes.

Which is the cheapest of the two?

Who did you give it to?

We don't want no insolence.

Was you glad to get home.

I couldn't see the road ahead, hardly.

Nobody but you and me know about it.

He has some sort of indigestion.

It isn't on the map, I don't think.

She speaks slow and distinct.

I was in hopes you would come.

You must speak plainer.

You can hardly find a worse talker.

It is no use in reasoning with him.

Carlyle and Macaulay's style is different.

11. Select three *suitable words* to use in place of: *awful, nice, lovely*, in the following sentences: Mary's hat is awful. They have a nice house. Mother made a lovely cake.

12. Find a paragraph which has several *extravagant words* in it and rewrite it, using exactly truthful words.

13. From a paragraph written by any great writer select five words *exactly used*. Use these words in sentences.

14. Write ten adjectives *correctly used* in describing: a fire, a lady, a humming bird, an accident, a scene, a baseball game, a mountain.

15. The prefix "*ex*" means "out of" or "beyond." Express each of the following phrases in a single word;

e.g., from without the country—exotic; to breathe out—exhale; to demand out of—exact:

to keep out of	to drive out
that which is left over	to put out of the world
to do better than	to speak without preparation
an inland tax	one beyond the common
giving one thing for another	skilful
a reason for pardon	to look out for
to praise beyond the common	to work harder than common
working for health sake	to draw the meaning out of
to spread out	one who lives in banishment
to tire	to uncover
to draw juice out of	a display of pictures
an adventure out of the common	

16. “*ly*,” “*wise*,” and “*ward*” are suffixes used to make adverbs. Make adverbs of each of these words:

quick	east	tender	west	sun
slow	moon	bitter	other	slight
smooth	brave	fresh	firm	free
fine	sweet	gay	right	heaven
hurried	north	cross	glad	bed
like	fair	south	home	slothful
false	true	nice	field	thick
noble	graceful	bright	tuneful	dull
clear	side	dark	length	sour
strong	beautiful	up	soft	slender
land	sea	out	in	down

17. *Write down thirty diminutives*; underline the diminutive part of each word, as:

Baby	darling	lambkin	eaglet	damsel
------	---------	---------	--------	--------

18. *Make twenty verbs* by adding each of these suffixes to words that you know:

ate, as: donate, vaccinate, penetrate, etc.

fy, as: beautify, modify, typify, etc.

ish, as: finish, polish, relish, etc.

19. *Supply the right noun of sound for the blanks in these phrases:*

the ——— of the wind	the ——— of bits
the ——— of the breeze	the ——— of silk
the ——— of drums	the ——— of an organ
the ——— of trumpets	the ——— of sleigh bells
the ——— of harness	the ——— of a lock
the ——— of chains	the ——— of many voices
the ——— of musketry	the ——— of the bagpipes
the ——— of arms	the ——— of the sea
the ——— of steel	the ——— of guns
the ——— of carts	the ——— of cannon
the ——— of hoofs	the ——— of pine trees

20. Give *the adjectives* that correspond to these nouns, as: Venice, (Venetian): Vienna, Paris, Naples, Athens, Rome, Florence, Boston, Crete, Milan, Oxford, Russia, Japan, Victoria, Ottawa, Toronto, Calgary, Winnipeg, Isle of Man, Denmark, Arabia, Halifax, Regina.

21. *Use the dictionary* to find out the meanings and then *explain the difference* in meaning between:

clever—learned	sceptic—septic
allusion—illusion	service—servitude
thorough—through	antidote—anecdote
continual—continuous	trade—profession
credible—creditable	exaggerate—overestimate
imposture—imposition	liberty—freedom

22. Complete each of these phrases with the correct preposition and a suitable object, as: to transfer to the Highland's car:

to haggle	to tamper
to inveigle	to pray
to take exception	to domineer
to disagree	to be intimate
to be independent	to be entitled
to be prejudiced	to be immune
to testify	to connive
to explain	to be anxious
to confer	to assist
to expostulate	to suffer
to remonstrate	to complain
to care	to be hurt
to prepare	to abide
to be exempt	to teem
to triumph	to partake
to distinguish	to yearn

23. Fill in the blank in each of these sentences with a word to complete the figure, as: He rules with ——— a rod of iron.

There was now no cloud on the political ———.

The ——— of remorse embittered his life.

She won ——— opinions everywhere.

The whole story is a ——— of lies.

He burst into a ——— of rage.

The strong ——— of the law seized him.

Love of money is the ——— of all evil.

The doctors still see a ——— of hope.

His long life was ——— with honor.

We ——— the subject no further.

The orator had a ——— tongue.

A ——— of humor makes everything easier.
The relieving forces ——— the blockade.

24. These *foreign phrases* are often used in English; find out what they mean *and then use them in sentences*:

ad infinitum	beau monde	de trop
ad astra per ardua	beaux esprits	demi-tasse
ad interim	bête noir	dernier cri
ad valorem	blasé	esprit de corps
affaire d'honneur	bona fide	ex officio
Alma Mater	bon mot	faux pas
Anno Domini	bon voyage	hors de combat
ante bellum	chateaux en Espagne	hôtel de ville
aqua vitae	ne	raison d'être
arrière pensée	chef d'œuvre	sang-froid
au revoir	comme il faut	sub rosa
auf wiedersehen	coup d'état	tête-à-tête

25. *Find out and tell* something about each of these famous people: Pandora, Christian, Hebe, Aunt March, Dr. Primrose, Hector, Juno, Sir Lancelot, Rachel, Diana, Enoch Arden, Daedalus, Prometheus, David, Lochinvar, Orion, Titania, Odin, Tantalus, Friday, Sindbad, Ajax, Mr. Pickwick, Gulliver, Apollyon, Miriam, Enid, Sir Galahad, Elaine.

26. *Name the story or poem* in which each of these places is mentioned: Raveloe, Olympus, The Spanish Main, Lilliputia, Edmonton, Hamelin, Rugby, Avalon, Bingen, Arden, Loch Lomond, The Rhine, The Delectable Mountain, Sleepy Hollow, Netherby, Rome, The City of Destruction, Troy, Astolat.

27. *Find out something about each of these names*: a mermaid, a dryad, The Pillars of Hercules, The Golden Fleece, Excalibur, The Lady of the Lake, The

Holy Grail, The Rainbow Bridge, The Lorelei, The Wooden Horse, The Ugly Duckling, a nymph, Merry-legs.

28. *Find out the meanings of these Indian names:* Canada, Ottawa, Wetaskiwin, Erie, Toronto, Niagara, Iroquois, Brant, Onondaga, Tuscarora, Kawartha, Winnipeg, Manitoba, Saskatchewan, Quebec.

29. *What person in history was known as:*

The Lily Maid	Bonnie Dundee
The Iron Duke	The Lion Heart
The Swan of Avon	The Grand Old Man
The Wandering Jew	The Knight of La Mancha
The Little Corporal	The Great Commoner?

RUTH AND NAOMI

Then she [Naomi] arose with her daughters-in-law, that she might return from the country of Moab. . . .

And Naomi said unto her two daughters-in-law, "Go, return each to her mother's house: the Lord deal kindly with you, as ye have dealt with the dead, and with me. . . ."

And they lifted up their voice, and wept again: and Orpah kissed her mother-in-law; but Ruth clave unto her. . . .

And Ruth said, "Entreat me not to leave thee, or to return from following after thee: for whither thou goest, I will go; and where thou lodgest, I will lodge: thy people shall be my people, and thy God my God:

Where thou diest, will I die: and there will I be buried: the Lord do so to me, and more also, if ought but death part thee and me."

So they two went until they came to Bethlehem.

—THE BIBLE: RUTH I, 6-19.

Memorize these verses.

Learn the story of Ruth and Naomi.

SENTENCE PRACTICE



THEIR FIRST BOAT RIDE

1. *Write six interesting sentences* about this picture. Try to make each sentence differ in form from the others.

2. *Write five sentences* using a *new noun* in each, and five using a *new verb*.

3. *Choose from a story* five sentences that have adjectives before the nouns. Rewrite them, placing the adjectives after the nouns.

4. *Study and memorize these beautiful sentences:*

(a) I have a star somewhere that burns for me.

(b) He is rich who hath enough to be charitable; and it is hard to be so poor, that a noble mind may not find a way to this piece of goodness.

—SIR THOMAS BROWNE.

(c) Then I entered into the Valley of the Shadow of Death and had no light for almost half the way through it.

—JOHN BUNYAN.

(d) So they rode till they came to a lake, the which was a fair water and broad, and in the midst of the lake Arthur was ware of an arm clothed in white samite, that held a fair sword in the hand.

—SIR THOMAS MALORY.

(e) The child for cold and sustenance cried pitifully, the mother wept fast; the heavens rained as fast as the clouds could pour.

—JOHN FOXE.

(f) Then the golden harvest came, waving in the broad hill-side, and nestling in the quiet nooks scooped from out the fringe of wood.

—R. D. BLACKMORE.

5. *Select ten dull sentences* from your Reader. Rewrite them in such a way as to make them interesting.

6. Write a sentence *in imitation* of each of those in Exercise 4. Arrange your phrases and clauses in the same way.

7. *Re-word these sentences so as to free them from slang:*

She is an awfully nice girl.

Jim got the bounce.

I had a rotten time.

Her hat fairly hits you in the eye.

Then the teacher jumped on me.

8. *Study this paragraph:*

A MISHAP

One summer day when I could not have been more than three years old, my sister Jane and I were playing in the big attic chamber and amusing ourselves by lying across a vinegar keg and pushing it about the room with

our feet. We came to the top of the steep stairway that ended against the chamber door, a foot or more above the kitchen floor, and I suppose we thought it would be fun to take the stairway on the keg. At the brink of the stairway my memory becomes a blank, and when I find myself again I am lying on the bed in the "back-bedroom" and the smell of camphor is rank in the room. How it fared with Jane I do not recall; the injury was probably not serious with either of us, but it is easy to imagine how poor mother must have been startled when she heard that racket on the stairs and the chamber door burst suddenly open, spilling two of her children, mixed up with the vinegar keg out on the kitchen floor.

—JOHN BURROUGHS.

Notice how graphically the little incident is described.

Study Burroughs' simple yet suggestive words and his careful sentence structure.

Write an account of some mischance which happened to you when you were a child.

ANOTHER USEFUL WAY TO VARY THE FORM OF YOUR SENTENCES

You may say: "Tom shot the bear." Expressing your thought in this way, you speak from the point of view of the *doer* of the action (Tom) and name the doer first. You may express the same thought by speaking from the point of view of the *receiver* of the action (the bear), naming the receiver first, and constructing your sentence in this way: "The bear was shot by Tom." In the first sentence the subject is *active*, so we call "Tom shot the bear" the **active construction**. In the second sentence the subject is *passive*, so we call "The bear was shot by Tom" the **passive construction**.

1. *Write the passive constructions* which correspond to these active constructions:

Mary filled the basket.	The dog hid the bone.
The trees shed their leaves.	Annie picked cherries.
Mother sang a lullaby.	He read two books.
The eaves dripped rain.	Auntie patched my coat.

2. *Write the active constructions* which correspond to these passive constructions:

He was hurt by a falling brick.
 The mouse was caught by the cat.
 It was said by Mary.
 The log was washed up by the tide.
 He was last seen by Mr. Simpson.
 The thief was taken by the police.

3. *Write five sentences* using the active construction. Write the passive construction which corresponds to each.

4. *Write five sentences* using the passive construction. Write the active construction which corresponds to each.

5. *Examine any short story or article* that you are reading. How many passive constructions does it contain?

6. Whose point of view is expressed in each of these sentences, that of the *doer* or the *receiver* of the action?

Billy hit Bob's head against the table.
 The cat ate the mouse.
 The worm was caught by the early bird.
 The wind blew down the tree.
 Hymns were sung by the choir.
 Figs are eaten by some races?

7. *In which construction* is each of these sentences expressed? Where possible give the other construction:

Books have been written by great men in all ages.
The Babes in the Woods were covered by the birds.
Rude men shouted names at the poor woman.
At sunset we set up the tent.
The land was freshened by late rains.
Tom ran all the way home.

You notice that, if there is *no receiver* of the action, you cannot express your thought by a *passive* construction.

MAKING A BALLAD

SIR FRANCIS DRAKE

Sir Francis Drake was bold and brave,
High, hurrah and away!
He scoured the sea through wind and wave.
High, hurrah and away!

He sailed away for many a day;
High, hurrah and away!
Then spied a ship not far away.
High, hurrah and away!

Quoth he: "We'll board that ship e'er morn;"
High, hurrah and away!
"The bravest man I will adorn."
High, hurrah and away!

They trained the guns with careful eyes;
High, hurrah and away!
Down came the flag to Drake's surprise.
High, hurrah and away!

They sailed away to England's shore
High, hurrah and away!
With many a precious jewel in store.
High, hurrah and away!

—BETH HARRIS (aged 13).

Think out a *jolly refrain* and make a ballad by putting it between and after each pair of rhyming lines that you compose.

Make ballads about: Nelson, Daulac, La Salle, Jack Cornwell, Bonnie Prince Charlie, Hereward the Wake.

PARAGRAPH PRACTICE

1. *Examine this paragraph:*

But now, in this Valley of Humiliation, poor Christian was hard put to it. He had gone but a little way, before he espied a foul fiend coming over the field to meet him; his name is Apollyon. Then did Christian begin to be afraid, and to cast in his mind whether to go back or to stand his ground. But he considered again that he had no armor for his back, and, therefore, thought that to turn the back to him might give him the greater advantage with ease to pierce him with his darts. Therefore, he resolved to venture and stand his ground; "For" thought he, "had I no more in mine eye than the saving of my life, 'twould be the best way to stand."

From *The Pilgrim's Progress*.

—JOHN *BUNYAN.

What four things do you learn from the first sentence?

From your reading of the first sentence, what do you think is about to happen?

What leads you to think so?

What makes the first sentence an interesting beginning?

In what order has Bunyan arranged his details?

What different kinds of sentences are used?

What is the effect of using these different kinds of sentences?

2. *Choose any paragraph* that you admire. Examine the opening sentence. What does it tell? Notice the different kinds of sentences used. Give three reasons for thinking it a good paragraph.

3. *Examine the first paragraph* of the article upon *Agriculture* on page 119. What does the first sentence tell?

4. *Choose any paragraph* from each of ten different pages in any book that you are reading. Study the first sentence of each. Give your opinion as to *four things* a good first sentence does.

You will notice that in every well-written paragraph the first sentence (or a sentence near the beginning) explains the circumstances, either stating or suggesting the subject of the paragraph. Such a sentence is called the **topic sentence**. You will notice, also, that the best writers use in each paragraph *different kinds of sentences*: long, short, simple, complex, questions, statements, commands, in order to *prevent monotony*.

5. *Select any paragraph* of description. Tell why each detail is given and what you think of the order in which the details are arranged.

6. *Study this paragraph* describing a man:

DRAKE

Who is that short, sturdy, plainly-dressed man who stands with legs a little apart and hands behind his back, looking up with keen gray eyes into the face of each speaker? His cap is in his hands, so you can see the bullet head of crisp brown hair and the wrinkled forehead, as well as the high cheek-bones, the short square face, the broad temples, the thick lips, which are yet as firm as granite. A coarse plebeian stamp of man; yet the whole figure and attitude are that of boundless determination, self-possession, energy; and when at last he speaks a few blunt words, all eyes are turned respectfully upon him,—for his name is Francis Drake.

—CHARLES KINGSLEY.

Have you a clear picture of the man? Notice *how much* the topic sentence tells. Kingsley wastes no time. Imitate this paragraph in describing some one you know.

7. *In a paragraph explain:* (Be careful about your topic sentence and the order of your details, and be sure to use different kinds of sentences.)

How to make Hudson seal coats.

How a moving picture is thrown on the screen.

Why hot-house flowers have little perfume.

8. *Memorize these stanzas* and recite them aloud:

THE SONG OF THE KNIGHTS AT ARTHUR'S WEDDING

Blow trumpet, for the world is white with May;
Blow trumpet! the long night hath roll'd away!
Blow thro' the living world—"Let the King reign."

"Strike for the King and live! his knights have heard
That God hath told the King a secret word.
Fall battleaxe and flash brand! Let the King reign."

—ALFRED, LORD TENNYSON.

Tell in a paragraph why you like this poem.



THIS IS MY PLACE

9. Here is a picture of two children. Describe them in a paragraph.

10. Write a *three-paragraph story* about them.

11. *Study this description* of winter in Canada:

WINTER IN CANADA

Outside, the neighboring forest and even the fields won from it were an alien and unfriendly world, upon which they looked wonderingly through the little square windows. And sometimes this world was strangely beautiful in its frozen immobility, with a sky of flawless blue and a brilliant sun that sparkled on the snow; but the immaculateness of the blue and white alike was pitiless and gave hint of the murderous cold.

From *Maria Chapdelaine*.

—LOUIS HÉMON.

Notice how well and in what a few words the author has given the "feeling" as well as the scene.

Select the words which seem to you to be most descriptive.

Notice the fine climax in the paragraph.

Memorize this description.

You should read the book, *Maria Chapdelaine*.

LETTER-WRITING

1. *Study this letter:*

Christ Church, Oxford,
December 9, 1875.

My dear Gertrude,

This really will not do, you know, sending one more kiss every time by post. The parcel gets so heavy it is quite expensive. When the postman brought in the last letter he looked quite grave. "Two pounds to pay, Sir!" he said. "Extra weight, Sir!" "Oh, if you please, Mr. Postman!" I said, going down gracefully on one knee (I wish you could see me going down gracefully on one knee to a postman—it's a very pretty sight), "do just excuse me this once! It's only from a little girl."

"Mind you don't get any more such letters, then," he said, "at least not from that particular little girl. I know her well, and she's a regular bad one!" That's not true, is it? I don't believe he ever saw you, and you're not a bad one, are you? However, I promised him we would send each other very few more letters—"only two thousand and four hundred and seventy, or so," I said. "Oh!" he said, "a little number like that doesn't signify. What I meant is, you mustn't send many."

So you see we must keep count now, and when we get to two thousand four hundred and seventy, we mustn't write any more, unless the postman gives us leave.

I sometimes wish I were back on the shore at Sandown; don't you? Here is a riddle for you:—Why is a pig that has lost its tail like a little girl on the sea-shore? Because it says, "I should like another tale, please."

Your loving friend,

Lewis Carroll.

Where, when, and to whom was this letter written? What is its message? By whom was it written?

Notice the parts of a friendly letter:

(a) The **heading**—This tells where and when the letter was written. Where is it placed? If we have more than one line in the heading, we must indent from left to right. What marks are placed between the parts of the heading? What mark comes at its close?

(b) The **salutation**—This shows to whom the letter was written. Tell exactly where it is placed. What mark follows it?

(c) The **message**—This tells what the writer has to say. Where is it begun?

(d) The **complimentary ending**—This consists of a few friendly words that show the feeling of the writer

towards the person to whom he is writing. It is begun just below the middle of the lines of the message. With what sort of letter does it begin? What mark comes at the end?

(e) The **signature**—This is the name of the writer. Where is it placed?

2. *Write five* different headings for friendly letters. You may search your Geography for the names of interesting places.

3. *Write five* different complimentary endings for friendly letters.

4. *Write a letter* from Gertrude in reply to Lewis Carroll's letter. Address the envelope.

5. *Choose your favorite author* and write to him a letter in which you tell him which of his stories you have enjoyed most.

6. *Write another letter to him* and suggest a plot which you think would make a good story.

7. *Imagine to yourself a child* whose home is in Australia. Write a short paragraph to describe this child. Write him or her a letter in which you describe your favorite game.

8. *Pretend that you are away at school* in a distant city. Write to your mother: (a) a homesick letter, (b) a funny letter, (c) a serious letter, (d) a letter about your work, (e) a letter about your games.

9. Write a letter to one of your classmates asking him a question about something which he has studied. Give him the letter, and he will answer it.

10. *Study this famous letter carefully:*

London, July the 30th, 1747.

Dear Boy,

As you must attend to your manners, so you must not neglect your person; but take care to be very clean, well dressed, and genteel; to have no disagreeable attitudes, nor awkward tricks; which many people accustom themselves to, and then cannot leave off. Do you take care to keep your teeth very clean, by washing them constantly every morning, and after every meal? This is very necessary, both to preserve your teeth a great while, and to save you a great deal of pain. Mine have plagued me long, and are now falling out, merely for want of care when I was your age. Do you dress well, and not too well? Do you consider your air and manner of presenting yourself enough, and not too much? neither negligent nor stiff. All these things deserve a degree of care, a second rate attention; they give an additional lustre to real merit. My Lord Bacon says that a pleasing figure is a perpetual letter of recommendation. It is certainly a forerunner of merit, and smooths the way for it.

Your Papa.

[Lord Chesterfield].

Lord Chesterfield was a great noble who lived about two hundred years ago. He was famous for his politeness.

Write down in a list the things he says that it is important to do.

Do you agree with him?

Look up the meanings of the new words and use them.

11. *Write the letter* in your own words.

12. *Write a letter to your little brother* telling him what it is polite to do.

GENERAL EXERCISES

1. *Write down the names* of twenty: famous men, women, books, songs, pictures, poems, events, plays, places; articles of furniture, clothing, food; tools for agriculture, writing, gardening, carpentry.

2. *List all the things* the teacher does in school that you could do for him, if you were shown how.

3. *Name ten important things* used in the Great War.

4. *Name ten things* that have: a wheel, a bell, a fan, a roof, a hinge, a collar, an axle, a trunk, a handle, an elbow, a sail, a roller.

"MAY" AND "CAN"

I may eat ice cream.

Can you lift me?

May I go over to Jessie's?

I can make fudge.

5. Study *may* and *can* in the foregoing sentences. You will see that *may* means *I am allowed* and that *can* means *I am able*. People often make mistakes with these words.

6. *Put the right word* in these spaces:

Please, mother, ——— I go home with Bob?

I ——— lift the box.

——— we play in the dining-room?

I ——— walk and talk.

——— you knit?

Dick's mother says he ——— come.

7. Find *may* and *can* twenty-five times in any story. Are they used correctly each time?

8. *Write ten sentences* using them correctly.

HOMONYMS

9. *Pair* and *pare* have the same sound but different meanings. They are called **homonyms**. See how many pairs or threes of *such* words you can find.

10. *Fill in the blanks* in these sentences with the right homonym:

He came into ——— house at a late ——— yesterday.
 —— people told me that it is never —— late ——
 mend.

He traded a basket of —— for a —— shoes.

I —— that you have lived —— a long time.

A —— girl paid my —— as I had forgotten my purse.

He paid —— for his —— meat.

The man —— along the dark ——.

CORRECT SPEECH

Make ten sentences using each of the following groups of words correctly; practise them daily:

Do it as ——

It is better than (of two) ——

It is the best (of more than two) ——

Divide it among (more than two) ——

Step into the room ——

Neither of them was ——

Each of them was ——

THE SEMI-COLON AND THE COLON

You are now writing longer sentences and may need to use the **semi-colon**. This mark (;) is used to separate phrases or clauses which are loosely connected and in which commas have been used, as: Then, at last, she

felt free; but though the fields lay open round her, she was still only a tiny stream.

On many pages of this book you will find the **colon** (:) used. The colon is used after a complete sentence to introduce other ideas, as: Memorize these stanzas:

1. Find and copy five sentences in which semi-colons are used.

2. Write five sentences using semi-colons and five using colons.

ENUNCIATION EXERCISES

1. *Practise pronouncing correctly* these words which are often mispronounced:

(a) *By placing the accent on the wrong syllable;* look in the dictionary to find out which syllable should be emphasized, then practise pronouncing:

ep och	mis chie vous	au to mo bile
im pi ous	ab do men	chas tise ment
a li as	chauf feur	com man dant
brig and	ex qui site	com bat ant
ad dress	gar ru lous	ad ver tise ment

(b) *By using the wrong vowel sound;* look in the dictionary to find out what vowel sound should be used in each, and then practise pronouncing them:

amenable	appendicitis	mediæval
clique	creek	constitution
deaf	district	docile
get	genuine	hostile
leisure	literature	figure

2. *Ask a question:* "Where have you been?" "What did you see?" or *give a command* in such a way

as to express different feelings, as: sternly, shyly, timidly, boldly, angrily, fearfully, anxiously, kindly.

3. The following words have open "a's"; pronounce them with an open throat; practise until you use them correctly:

palm	laugh	half	cast
balm	dance	calf	hast
psalm	grass	staff	mast
almond	pass	waft	last

4. *Practise reciting* these passages, giving full value to all the vowels:

(a) Roll on thou deep and dark blue ocean, roll!

(b) Long fields of barley and of rye,
That clothe the wold and meet the sky.

(c) Thy voice is heard through rolling drums
That beat to battle.

(d) Lift up your heads, O ye gates, that the King
of Glory may come in.

(e) And though I have the gift of prophecy, and understand all mysteries, and all knowledge; and though I have all faith, so that I could remove mountains, and have not charity, I am nothing.

ORAL EXERCISES

1. *Collect all the facts you can*, and prepare and make oral paragraphs about:

The Hudson's Bay Company	Canada's Work in the War
The Spanish Armada	The Chinese in Canada
The Crusades	The Value of Prohibition
Your Hero in History	Canadian Industries

2. *Prepare and give* the talk of an agent who is selling cream separators.

3. *Choose companions* and act for the other pupils "Columbus Appealing to the Queen of Spain for Ships."

4. *Choose one of these stories* to tell to the class:

Sir Galahad seeks the Holy Grail—*Malory*.

The Ugly Duckling—*Hans Andersen*.

The Great Stone Face—*Hawthorne*.

Damon and Pythias—*A Legend*.

The Black Arrow—*Stevenson*.

Oliver Twist asks for More—*Dickens*.

5. *Arrange the story of* "The Ruggles' Christmas Dinner," in three scenes. Train the junior children to act it for the school.

6. *Choose the most exciting part* of the book that you are reading. Tell it to the class in such a way as to make them wish to read the whole story.

7. *Tell a stranger how to:* go to the nearest drug store, use a public telephone, trap beaver, raise crisp lettuce.

8. *Choose three companions* and prepare a debate upon one of these resolutions:

Skating is better exercise than dancing.

Every boy and girl should learn a trade.

All railways should be owned by the State.

All children should go to school till they are sixteen.

9. *Explain why:*

We send letters on Saint Valentine's Day.

Men have two buttons on the backs of their coats.

June 21st is the longest day in the year.

A lectern is like an eagle.

10. *Make up a three-paragraph story, beginning:*

The night was dark—————

I sat alone at home—————

A very long time ago—————

11. *Explain in a paragraph how:* to make a rink, to make hens lay, to play checkers.

12. *You are a salesman for a motor company. In a paragraph describe your car to the class.*

13. *Memorize and recite to the class: Crossing the Bar by Lord Tennyson, The Recessional by Rudyard Kipling, Kitchener by Robert J. C. Stead, or Psalm 121.*

14. *Arrange a Mock Banquet.* Secure a toast-master and arrange a programme of toasts and replies.

15. *Tell to the younger pupils an interesting story about David Livingstone, Sir William Wallace, Sir Francis Drake.*

16. *Memorize and with other members of the class act the scene between Hubert and Arthur: King John, Act 4, Scene 1.*

17. *Select one of these subjects; prepare and deliver a short speech about it to the class: Why I am glad I am Poor, Getting up at Six in the Morning, How a Ship is Christened, How to Make Money out of a Garden, Uses of Dandelions, What to Serve at a Party.*

18. *Memorize and recite these lines; pronounce each vowel roundly and softly:*

THE CHAMBERED NAUTILUS

Build thee more stately mansions, O my soul,
As the swift seasons roll!
Leave thy low-vaulted past!

Let each new temple, nobler than the last,
Shut thee from heaven with a dome more vast,
Till thou at length art free,
Leaving thine outgrown shell by life's unresting sea!

—OLIVER WENDELL HOLMES.

19. *Prepare and give* to the younger children a little talk on the picture "The Horse Fair," on page 214.

20. *Make up a story* about: a lost tramp, a strange light, a girl with red hair, a quarrel.

21. *Tell in three-paragraph form* the story of: *The Young Fur-Traders*, *Treasure Island*, or *Robinson Crusoe*.

22. *Dramatize* the scene in *The Pilgrim's Progress* where Christian is received in the Interpreter's House.

23. *Organize a "Clean Up" campaign* in your school. Appoint a manager and committees.

24. *Prepare a debate upon*: Resolved that: It is best to make an outline before writing a composition.

25. Read and tell the story of *The Other Wise Man* by Henry Van Dyke.

26. *Make up three good riddles* to ask the class.

WRITTEN COMPOSITION EXERCISES

1. *Make a booklet* and write resumés of five of your favorite stories to put in it.

2. Choose *the five people of note* in the world from whom you would like to have a letter. Write a letter to each, and then write the answer you would like to receive from them.



EDITH CAVELL

1. *Write a description* of Edith Cavell.
2. *Write in three paragraphs* an account of her life and death.
3. *Write an article* on the work of the Red Cross.
4. *Write an account in three paragraphs* of the earliest happening that you can remember.
5. *Explain* in a paragraph: how to plant bulbs, how to stop nose-bleeding, why it is rude to chew gum in company, how to grow tea.
6. *Write a letter to the secretary of the municipality* complaining of: a broken culvert, a dangerous railway crossing, neglect of duty on the part of an official.
7. *Write a story* for the school magazine. Suggested titles: The Horse Balked, His First Shave, A New Ghost-Story, The Second House on the Right, The Blue Plush Box, No One Laughed, The Victoria Cross.

8. You have one hundred dollars to spend. It must all be spent before Saturday night. Write the letters necessary in ordering the things you would buy with it.

9. *Make a little play* in three scenes out of the story of Robin Hood.

10. *Find out all you can about:* the care of milk, how to ventilate a room, what to feed a baby, what trees grow best in your district. Write a three-paragraph report upon what you have learned about your subject.

11. *Make a plan* for an article on: marketing the wheat crop, enemies of the birds, uses of insects, growing cotton.

12. *Write a book* of six little stories for Grades I and II to read.

13. *Write for acting a scene* which takes place in an Indian camp.

14. *Make a birthday book* for Canada.

15. Your sister is being married. To help her, write letters to: two relatives inviting them to the wedding, three people who have sent gifts, a friend who has offered to lend the bride and groom a cottage at a lake for their honeymoon, a dressmaker who has failed to send home a promised dress, a note to the bridesmaid asking her to come as early as possible, a note to a friend asking her to play the wedding march, a letter to the caterer in the city ordering the decorations for the wedding cake, a friend who has lent some china one piece of which has been broken, a goodbye letter to an invalid friend who cannot be at the wedding.

16. *Write verses describing* a winter, spring, summer, or autumn morning.

17. *Write a lullaby* in imitation of:

“Golden slumbers kiss your eyes,
Smiles awake you when you rise.
Sleep, pretty wanton, do not cry,
And I will sing a lullaby,
Rock them, rock them, lullaby.

—THOMAS DEKKER.

18. In a paragraph *suggest six ways* of keeping in good health.

19. *Arrange a programme* for “Poppy Day.” Select poems for recitations, readings, and stories, and arrange a dramatization to be given.

20. *Write a little poem* for Thanksgiving Day.

21. *Write a three-paragraph article* upon:

The Panama Canal	Irrigation
The Solar System	How to be a Good Citizen
Dry Farming	Tides

22. *Write out the notices* which should be posted previous to a municipal election.

23. *Prepare a handy book* of dates in history. Prepare an anthology of beautiful sentences.

24. *Write a nonsense verse* in imitation of “The Whiting and the Snail” from *Alice in Wonderland*.

25. *Write the notices* for the clergyman to give out in church on Sunday.

26. *Write in three paragraphs* an account of some interesting adventure that you have had.

27. In a paragraph *write five New Year’s resolutions*.

28. *Make a guide-book* to: your province, your district, England, Rome.

29. You wish to buy a piano or a gramophone. Write to three or four companies asking for booklets and prices. When you have chosen an instrument, write the company for their terms. Find out the cost of shipping the instrument. Write a letter ordering it and enclosing cheque as part payment. Arrange to have it delivered. Write to the company complaining of some breach of their contract with regard to the instrument. Write the company's reply.

30. Find out the *metaphorical* meaning of each of the following phrases and use each in a sentence:

A cat's-paw

A leap in the dark

A plum

To sit on the fence

To sponge

To burn one's boats

To split hairs

Slippery ground

To bell the cat

To turn over a new leaf

To throw down the gauntlet

A square peg in a round hole

31. *Write an account* of some important public event.

32. *Write what you would do* if you could:

go wherever you would

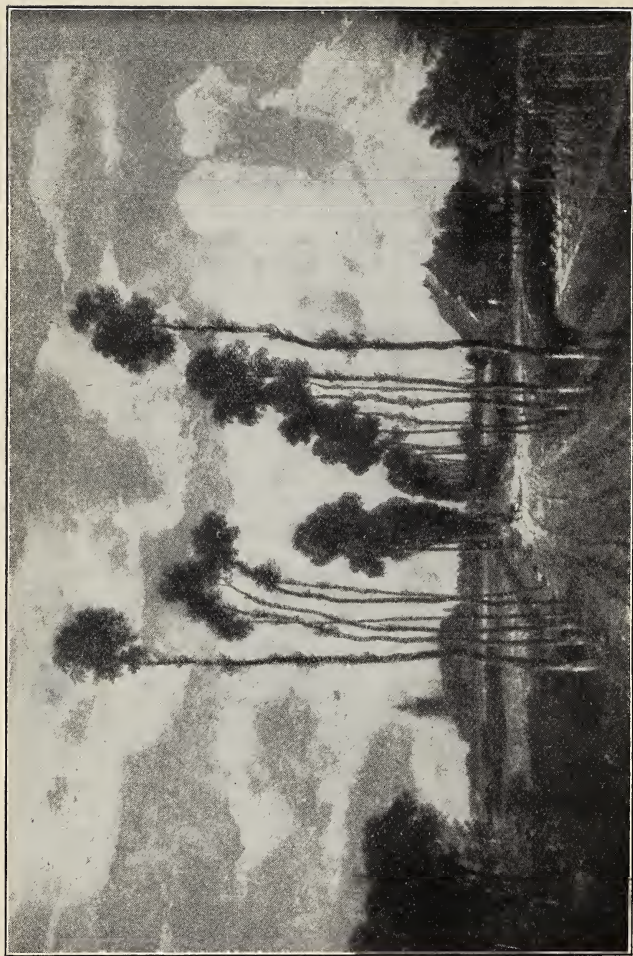
spend one day in Europe

become whatever you wished

33. Write a careful description of the Frontispiece of this book.

34. *Explain carefully* in a paragraph: how an electric bell works, how to tell whether a dressed fowl is young and tender, why it is good to have growing plants in the room, how to take out an ink spot.

35. *Organize a class newspaper.* Appoint an editor and reporters. Let each have one page, as: news, sports, etc.



AVENUE OF TREES, MIDDELHARNIS

—Hobbema

GRADE EIGHT

THINKING

When you have passed your Grade VIII examination, whether you go to High School and University, learn a trade, or help mother and father at home, you need equally to be able to gather information from nature, people, and books. Read again Horace Greeley's article upon *Agriculture* on page 119. Your success in life will depend very greatly upon your ability *to look, to listen, and to read* intelligently.

To look, to listen, and to read intelligently mean that *you understand* what you see, hear, and read, and that *you can tell* to another person what you saw, heard, or read. *Practice will enable you* to do this, as it will enable you to do almost anything.

1. *Read this paragraph once:*

DAFFYDOWNDILLY

The stranger and little Daffydowndilly went wandering along the highway, in shady lanes, and through pleasant villages; but, whithersoever they went, behold! there was the image of old Mr. Toil. If they entered a house, he sat in the parlor; if they peeped into the kitchen, he was there. He made himself at home in every cottage, and stole, under one disguise or another, into the most splendid mansions. Everywhere there was sure to be somebody wearing the likeness of Mr. Toil, and who, as the stranger affirmed, was one of the old schoolmaster's innumerable brethren.

2. Now close the book and write down; (a) the principal thought, and (b) each of the other thoughts in order.

3. *Open your Reader at random.* Read *once* the first paragraph that your eye lights upon. Repeat Exercise 2.

4. *Read a story in a magazine.* Close the book and set down the principal thought expressed, and four others that you consider useful.

5. *Read a chapter of a story-book.* Enumerate the incidents in the right order.

6. *Turn to a new chapter* in your History. Look at the time. Read the chapter quickly through. Note the time taken. Set down the main points discussed. Leave spaces between them. Read the chapter again. Close the book. Fill in the spaces in your outline with secondary points.

7. *When you come home from church,* set down the heads (or main points) of the sermon as well as you can remember them.

8. *Under each "head"* write two sub-topics of your own.

9. *When the teacher* has made an explanation in science or mathematics, set down in correct order the points that he mentioned.

10. *When you have finished* reading a story, close the book and state in a sentence the principal thought.

11. *Read a leading article* in the newspaper. Without looking at it a second time, state the *principal thought* and three other important ones.

12. *Read this poem carefully:*

HOME

In all my wanderings round this world of care,
 In all my griefs—and God has given my share—
 I still had hopes my latest hours to crown,
 Amidst these humble bowers to lay me down;
 To husband out life's taper at the close,
 And keep the flame from wasting by repose;
 I still had hopes—for pride attends us still—
 Amidst the swains to show my book-learned skill,
 Around my fire an evening group to draw,
 And tell of all I felt, and all I saw;
 And as a hare, whom hounds and horns pursue,
 Pants to the place from whence at first he flew,
 I still had hopes, my long vexations past,
 Here to return—and die at home at last.

—OLIVER GOLDSMITH.

State in a single sentence what is the principal thought of this poem. Enumerate the other thoughts expressed. Be careful to state *what it says*, and not what you imagine that it says.

13. Read "Mr. Winkle on Skates" from Dickens' *The Pickwick Papers* and, without referring to the book, make an outline of the main incidents.

14. The following is a *summary* of an article upon "The Gulf Stream":

- | | | |
|---|---|--|
| I. <i>It is a river in the ocean</i> | { | Its banks and bottom.
Its source.
Its majestic size. |
| II. <i>Its effect upon the Atlantic coast</i> | { | This is a dangerous coast.
The Arctic current is strong.
The sailors retire into the Gulf Stream for safety. |

III. <i>Ocean currents are the result of evaporation</i>	{ Enormous evaporation in the tropics. { Replaced by Arctic water. { The inflowing streams deflected by motion of the earth.
IV. <i>General effects</i>	{ Tropic heat distributed. { Quantity of heat distributed. { The Sargasso Sea.

Study this summary carefully. Can you suggest any improvement in the facts given or in the order in which they are given?

15. *Write an article* using the foregoing summary.

16. *Read the article* upon "South America" in your Geography. Make a summary of it.

17. *Prepare summaries* for articles to be written upon: salmon-canning in British Columbia, Canadian apples, the world's wheatfields, sheep-shearing in Australia, the Niagara power system, the system of government in your province.

18. *Listen to an article or story* read by a classmate and, at the end of each paragraph, write down the thought stated.

19. *Listen to a classmate's speech*, and, when he has finished, write down the thoughts in order.

Whenever you have anything to read, *allow yourself a certain length of time* to read it. *Finish within the time.* When you have read a story, poem, article, or play, or listened to a sermon or lecture, decide *what is the principal thought* expressed by the author. *State that thought in a single sentence.* Repeat in your mind any other useful ideas. If it is interesting or worth while, read it again.

EXERCISES IN IMAGINATIVE THINKING

1. *Make up and write a conversation between:*

your mother and the butcher
the conductor and a person without a ticket
a policeman and a woman who has lost her handbag
the teacher and a boy who has played truant
a man buying a hat and the salesman
a woman buying a hat and the milliner

2. *Describe as you see it in your mind* (look into your mind first):

a Japanese home
a tropical forest
a caravan in the desert
the dining saloon of a ship
the interior of an Indian wigwam

3. *Plan an entirely new kind of:* game, lesson, entertainment, work, garment, dish.4. *Plan a pageant to show:*

life at Quebec in 1759
the building of the Canadian Pacific Railway
the degeneration of the Indians
a procession in the days of Queen Elizabeth

5. *Describe:*

the house you will build some day
your ideal bedroom, study, kitchen
an old-fashioned garden

6. *Make as many similes or metaphors as you can* by combining any two of these words: air, bell, bird, bread, carpet, ship, tongue, child, dog, eye, fish, fruit,

grass, home, fire, star, water, judge, light, lion, man, mother, pen, pillow, servant, tree, clear.

Example:

The earth has a carpet of green grass.

The man fought like a lion.

Mother's eyes shone like stars.

7. *Write as many similes as you can* to describe: two people who look alike, a bright morning, a pretty girl, a quiet stream, a cosy room, a bad-tempered person, a happy smile.

Example:

Mary and Gwen look as like as two peas.

8. *What would you do if you:*

found an oil well

broke your leg while alone

found a girl in a faint

lost your memory

were found in the wrong house

found yourself without money and far from home?

EXERCISES IN JUDGING

1. *Write down ten proverbs.* These are the beliefs of the race. Do you believe each one? Give your reason.

2. *Choose any subject for judgment.* Let each member of the class and the teacher decide and record his decision on paper. Let the class as a whole judge after discussion. Compare each individual judgment with that of the class; compare the teacher's judgment with that of the class.

3. *Is it true* that: hot baths are weakening; cultivation of the soil brings increase of rainfall; honesty is the best policy; laughing helps digestion; a slow reader remembers less; one can think best after resting; it takes half an hour to work up to the highest pitch of energy; you can do best the things you like to do?

4. *Judge* (giving reasons): the oral reading, the Friday programme, the class debates, the value of a particular lesson, the recitations of memory work, the value of certain questions and certain answers.

5. *Make lists of* (1) the ten most useful things that you have learned at school; (2) the ten most valuable facts that you have learned this term; (3) ten ways in which you have wasted time in school; (4) ten ways in which you have saved time; (5) ten subjects that you have studied, in the order of their value and interest.

6. *What is the best thought* that you have had this week, the best reading or speech that you have given this term, the best answer that you have given this week? Give a reason for your opinion in each case.

7. *What is your best and what your worst habit in:* reading, writing, speaking, thinking, acting?

8. *Collect facts and decide* whether it was wise in olden times to: enclose pasture land, regulate wages (after the Black Death), burn heretics, drive out King James II, try to Christianize the Indians, help one tribe of Indians against another, form a Confederation in Canada, give the Canadian Pacific Railway land free of taxes.

9. *After studying a poem, choose* (and give the reasons for your choice): the finest thought, stanza, single line; the most beautifully used word; the most musical phrase.

10. *Memorize this selection*; in reciting pronounce the vowels roundly:

FAMOUS MEN

Let us now praise famous men, and our fathers that begat us. Such as did bear rule in their kingdoms, men renowned for their power, giving counsel by their understanding, and declaring prophecies:

Leaders of the people by their counsels, and by their knowledge of learning meet for the people, wise and eloquent in their instructions.

Their seed shall remain for ever, and their glory shall not be blotted out.

Their bodies are buried in peace; but their name liveth for evermore.

—ECCLESIASTICUS.

The last clause of *Famous Men* has recently become very well known throughout the whole Empire. Why?

ARRANGING YOUR IDEAS IN ARGUMENT

You have learned how to arrange your ideas for explanation, description, or story. Boys and girls in Grade VIII are learning to debate and need to know how to arrange their thoughts in argument.

Examine the following argument:

THE TRIAL OF THE WOODCHUCK

Ezekiel, as the prosecutor, spoke first. He showed that all woodchucks are bad and cannot be trusted.

He spoke of the mischief that had been done, and declared that, if they now set him free, he would be a worse thief than before.

He told of the time and labor that had been spent in catching the thief, and said that a woodchuck's skin may be sold for ten cents, which would go a little way to pay for the cabbages he had eaten.

In short, he said that the woodchuck was more valuable dead than alive and, therefore, ought to be put out of the way at once.

Daniel then began to plead for the little animal's life. He said that God had made the woodchuck; had made him to live in the sunlight and free air, to enjoy the woods and fields. The woodchuck had a right to his life, because God gave it to him.

God gives us our food, and we should not refuse to share it with a poor dumb creature.

The woodchuck is not a fierce animal like the wolf or the fox. He lives in peace and does not hurt anyone.

He requires very little. A hole in the hillside and a little food is all he asks for in his little life.

He has harmed nothing but a few plants which he ate to keep himself alive.

He has a right to life, to food, and to liberty; and we have no right to take them from him.

Answer these questions:

- (a) What is the *subject of debate, the resolution*?
- (b) Which side does Ezekiel present?
- (c) What would Daniel be called in Court?
- (d) How many points are advanced by each speaker?
- (e) Is Ezekiel's first statement a point? Why?
- (f) Is each point supported by proof?
- (g) Draw a line down the middle of a sheet of paper.

Set the points on one side and the proofs on the other.

- (h) Which is Ezekiel's best point?
- (i) Which is Daniel's best point?
- (j) Arrange both boys' points in the most effective order.

It is customary in debating to make out a **brief**. This is a summary, with each main point underlined and the points of proof set underneath it. Debaters usually write their *briefs* on small cards, which they hold in

their hands. Ezekiel has not stated his points in the *best debating order*, but Daniel has. Examine Daniel's arrangement again. He has placed his *strongest point last*, the *second best point first*, and the *weaker ones in between*. Each point is followed by a sentence of support. Obviously it is wise, in arguing, to begin with a strong point and to conclude with your very best point, as it remains in the minds of the listeners.

A BRIEF

Resolved that written examinations are a fair basis for the promotion of High School students.

Affirmative

Written examinations are a fair basis of promotion for high school students, because:

I.—They give an equal chance to every student.

A.

B. (Points in proof).

II.—They encourage hard work.

A.

B.

C. (Points in proof).

III.—They tend to keep up the standard.

A.

B. (Points in proof).

IV.—In general, students who have worked pass the examination.

A.

B. (Points in proof).

1. Examine this "brief" and fill in the points in proof.

2. *Make a brief* of your own for debating this resolution: "Resolved that no prizes should be offered in school." You may choose either the affirmative or the negative side.

3. *Make a brief for an argument* debating as to the relative merits of two makes of motor car.

4. *Find an argument* between two characters in any story you are reading. Write it out in the form of a brief.

5. *Prepare an argument* to convince your father that you should not go to the University, but that you should take a business position.

6. *Prepare your father's side* of the last argument.

7. *Read this paragraph:*

SLEEP

It is said that sleep is best before midnight; and Nature herself, with her darkened and chilling dews, informs us so. There is another reason for going to bed betimes; for it is universally acknowledged that lying late in the morning is a great shortener of life. At least it is never found in company with longevity. It also tends to make people corpulent. Sleep at a late hour in the morning is not half so pleasant as the more timely one. It is sometimes, however, excusable, especially to a watchful or overworked head; . . . but then you cut up the day and your sleep the next night.

—LEIGH HUNT.

What is the principal thought expressed? Make a list of the reasons given in support.

8. *Take as your principal thought* the contrary of Leigh Hunt's statement. Collect as many reasons in support of your thought as you can.

9. *Study this argument:*

Under the government of Sir Robert Peel, in 1846, the law was repealed, and all the duties on these articles [grain], were taken off, except a shilling per quarter, which has been more recently abolished. Since this happened there has been no fall of rents throughout the kingdom. In point of fact, the prosperity of the country has been so increased that the rent of land throughout the country is now higher than it was when the Corn Law was in existence, and the farmers, who were always complaining during the existence of the law, have scarcely ever been heard to complain in the least since it was abolished. They complained for a year or two because they had been greatly frightened, but there has never been, I will say, within the last hundred years, a period when the farmers of this country have made less complaint to the public or to Parliament than they have during the last thirty years, since the law for their protection was abolished. And what happened to the laborer? The wages of farm laborers have risen, on the whole, much more, I believe, than 50 per cent throughout the whole country; and in some counties and districts, I believe, the farm laborer at this moment is receiving double the wages he was when this law was in existence. We ought to learn from this what a grand thing it is to establish our laws upon a basis of freedom and justice.

From *Free Trade*.

—JOHN BRIGHT.

John Bright was a fine speaker. Make a list of his points and see if you can arrange them *in a better order*.

10. *State in your own words the contrary of:*

- (a) Truth is stranger than fiction.
- (b) A rolling stone gathers no moss.
- (c) Faint heart never won fair lady.
- (d) Nothing venture, nothing have.
- (e) He was a coxcomb and a bore, weak, vain, and curious.

11. *Read this paragraph:*

DR. JOHNSON'S OPINION

Sir, I would no more deprive a nobleman of his respect than of his money. I consider myself as acting a part in the great system of society, and I do to others as I would have them do to me. I would behave to a nobleman as I should expect he would behave to me, were I a nobleman and he Sam Johnson. Sir, there is one Mrs. Macaulay in this town, a great republican. One day when I was at her house, I put on a very grave countenance, and said to her, "Madam, I am now become a convert to your way of thinking. I am convinced that all mankind are upon an equal footing; and to give you an unquestionable proof, Madam, that I am in earnest, here is a very sensible, civil, well-behaved fellow-citizen, your footman; I desire that he may be allowed to sit down and dine with us." I thus, Sir, showed her the absurdity of the levelling doctrine. She has never liked me since. Sir, your levellers wish to level *down* as far as themselves; but they cannot bear levelling *up* to themselves. They would all have some people under them; why not, then, have some people above them?

Frame the resolution and prepare both sides of a debate upon the subject of the foregoing paragraph.

RESOLUTIONS FOR FORMAL DEBATE

1. That all children should be compelled by law to attend school till they are sixteen.
2. That home-work should be abolished.
3. That our quarantine laws are not strict enough.
4. That prohibition of the manufacture and sale of all intoxicating liquors is a good thing.
5. That women should receive equal pay for equal work with men.

6. That strikes are detrimental to the cause of labor.

7. That every normal boy or girl should be required by law to learn a trade.

8. That games should have a place on the curriculum.

9. That all railways should be owned by the State.

10. That the death penalty should be abolished.

11. That teachers should be pensioned after thirty years' service to the State.

12. That all teachers should have a two-year course in Normal School.

13. That instruction by moving pictures should be introduced into the school.

14. That moving pictures do more harm than good.

15. That all students who average 70% or above in their examinations should be given free tuition and books at High School, Normal School, and University.

16. That giving Christmas gifts is undesirable.

17. That the State should provide old age pensions.

18. That indigent mothers should be pensioned by the State.

19. That education should be under the control of the Dominion Government.

20. That the Provincial Government should abolish all school boards and itself perform the duties at present assigned to them.

21. That a "Wheat Board" is a desirable thing.

22. That Free Trade would be a benefit to Canada.

23. That the school building should be open as a community centre.

24. That this community should have a "Little Theatre."

25. That children under sixteen should not be allowed to work more than five hours per day.



AN INDIAN MEDICINE MAN

Collect information and write a short story about an Indian medicine man.

VOCABULARY EXERCISES

All through public school years you have been collecting new words and learning to use them correctly. In Grade VIII, you should try not only to use the words correctly but also to group them in such a way as to give them a musical sound. The following are some exercises that will help you:

1. *Study these passages* and tell why the italicized words are so effective:

The Lord is my strength and my *song*.

He spake with large, divine, and *comfortable* words.

Advancing *stepless* as in the grass a serpent glides.

There were the slaves going about in an *abandon* of labor.

A heart which has felt pure happiness is duly *dainty* of delight.

Rosamund had a very *just* notion of drawing.

He leadeth me beside the still *waters*.

The most *triumphant* death is that of the martyr.

We here *highly* resolve that these dead shall not have died in vain.

Sleep! it is a *gentle* thing.

The *jocund* day stands *tiptoe* on the misty mountain-tops.

Oh, how *wretched* is that poor man that *hangs* on princes' favor!

Sand strewn caverns where the *spent* lights quiver.

2. *Express in metaphors the italicized words* in these sentences:

There was a *great multitude* of people.

Return good for evil, and so make him ashamed.

Get rid of them *completely*.

He entered *noisily*.

In order to make one action serve two purposes, she came today.

In leaving them he passed *from a difficult position to one of even greater difficulty*.

They dislike him, because he always *exacts all that is due him*.

The wedding over, both families *forgot the past and made up the quarrel*.

The old man *cannot live long*.

He is a man *who changes his work so often* that he never makes money.

The younger girl has always *to take second place*.

To put it briefly, he was now *without resources*.

He never stopped *to think before he did a thing*.

He *exhausted his strength in more ways than one*.

3. *Construct sentences, using these words metaphorically:*

pillar	anchor	dawn	piper
cement	torrent	beg	olive
trumpet	bosom	sing	calf
knell	voice	shield	Spartan

4. *Explain the meaning of these phrases:*

Dutch courage	to put the cart before the
Hobson's choice	horse
the pot calls the kettle black	sowing dragons' teeth
sowing his wild oats	to cross the Rubicon
to kill the fatted calf	make a silk purse out of a
a dog in the manger	sow's ear
to burn one's boats	a Job's comforter
a Parthian shot	mind your P's and Q's

the cloven hoof	a red-letter day
the turn of the tide	scale of justice
fly in the face of Providence	burn the candle at both ends
the apple of discord	rest on one's laurels
take the bull by the horns	beyond the pale
to feather one's nest	the horns of a dilemma
to swallow one's pride	show the white feather
to give the cold shoulder	Mrs. Grundy

5. *Supply a suitable epithet for each of these words:*

a (close) resemblance	a ——— injustice
a ——— recollection	a ——— silence
the ——— medium	a ——— vigil
the ——— mean	——— negligence
the ——— moment	a ——— refusal
a ——— acquaintance	——— opposition

6. *Translate these common vulgarisms into correct English:*

She wasn't to home this morning.
 I went a piece of the way with her.
 Mother couldn't get to the party.
 He stops at the hotel.
 Fruit is plenty this year.
 Try and come.
 She is mad at me.
 It is a long ways from here.
 I'm a coming.
 Leave me go, father.
 She was married on John's brother.
 It is a mighty poor present.
 I believe as she did her best.
 Give me your pen for a loan.

He propped it again the house.
Are you done your work?
Her coat is plenty large.
He made for to go get it.
Mary wasn't overly anxious for it.
The sick woman is some better.
Can you get by?
I had a horse oncet.
The doctor comes in most every day.
He was near drowned.
I looked kind of hurt, I guess.
Mary was just after sending it.
We sort of thought you'd drop in.
I wisht I could.
He gave it to her in a present.
That boy is so aggravatin'.

7. *Explain the ambiguity* in each of these sentences; write out both meanings:

He ate a little chicken.
I observed that fewer men buy candy.
She can't take one of her children.
There is a piano in the house which is not theirs.
I have no more influence over you than others.
He owes many more than you.
I did not know you were absent till yesterday.
She desired nothing more than money.
The next day which we spent at home was fine.
This is Brown's last book.
The doctor told the man that he needed a vacation.
If Ruth is not allowed to visit Mary she will be disappointed.

When Susie told her mother that the bird was dead she cried.

When the Browns were driving yesterday, their horses ran away, and they were badly hurt.

Mary wished to see the Princess, but she could not because she was so little.

8. The Latin prefix *cum*, which means "with," has in English the forms *com—con—col—cor*.

Make lists of five words using each form as: *command*; *compound*; *conceal*; *collect*; *correct*; *correspond*, etc.

9. *In each group of the following:* (a) Underline the prefix. (b) Decide what it means. (c) Prove your answer by collecting and examining six more words with each prefix:

Transmit, transgress, transplant, transfer.

Subtract, subject, subvert, subdivide.

Proceed, provide, procure, pronoun.

Disarm, disable, disown, district.

Invade, invest, insight, infer.

Persist, pervade, perceive, perspire.

Decline, deduct, destroy, detract.

Retard, refer, recover, recede.

10. The prefix *sub* meaning "under" or "from under" appears in English in the following forms:

suc — as in succeed, succor.

suf — as in suffer, suffice

sug — as in suggest

sup — as in supplant

sus — as in suspend

sur — as in surprise

Collect a list of ten words under each form of the prefix.

Use each of your new words in a sentence.

11. (a) *Give the meaning* of each of these prefixes:

(b) *Give two examples* of the use of each:

a	be	mis	twi	in	un	re
per	post	super	con	extra	inter	trans
sub	ex	anti	pro	dis	de	circum

12. *Memorize this selection*; in reciting pronounce the vowels roundly, with an open throat:

ENGLAND

This royal throne of kings, this scepter'd isle,
 This earth of majesty, this seat of Mars,
 This other Eden, demi-paradise,
 This fortress built by nature for herself
 Against infection and the hand of war,
 This happy breed of men, this little world,
 This precious stone set in the silver sea,
 Which serves it in the office of a wall
 Or as a moat defensive to a house,
 Against the envy of less happier lands,
 This blessed plot, this earth, this realm, this England.

—SHAKESPEARE.

13. *Complete these proverbs and explain* their meaning:

Looking for a needle	Give him an inch
Never put off	Stolen fruits
Honor even among	Birds of a feather
It's a long lane	Possession is
Too many cooks	Slow and steady
No use crying	For want of a nail
Take care of the pence	As the twig is bent
Hitch your waggon	Spare the rod
Love of money	Fine feathers
Faint heart	Two wrongs

Much wants more and	Set a thief
The proof of the pudding	Beauty is but
Those who live in	Fools rush in
What is sauce for the goose	Truth is stranger
Handsome is	Sufficient unto the day
A prophet is not without honor	

14. *Make proverbs to illustrate the story of:*

The Lion and the Mouse
 The Boy and the Filberts
 Wolf, Wolf
 The Fox and the Crow
 The Wind and the Sun
 The Frog and the Ox
 The Hare and the Tortoise

FAMOUS NAMES TO FIND OUT ABOUT

15. *Who are* (mention the story or poem in which each appears): Michael, Ophelia, Siegfried, Rosalind, Guinevere, King Cophetua, Venus, Hereward the Wake, Mr. Pickwick, Isaiah, Apollyon, Prometheus, Great Heart, Ahasuerus, Horatius, The Lady of Shalott, Sir Patrick Spens, Jean Valjean, Becky Sharp, Wamba?

16. *Where are* (mention the story or poem in which each is found): Valhalla, Rugby, The Orchard of Palms, Kenilworth, Bethany, Thermopylae, Heorote, Wakefield, Treasure Island, Styx, Ratisbon, St. Helena, Holyrood, Ararat, Asgard, Grande Pré, Sushan, Tiber, Babylon?

17. *Tell what you can about:* The Valkyries, The Golden Apples, The Minotaur, Aurora, The Bridge of Sighs, a Griffin, The Sirens, Circe, Grendel, Pegasus, Canaan, The Hesperides, Pompeii.

18. *Whose sweetheart was each of the following:* Rachel, Desdemona, Ophelia, Dido, Elizabeth Barrett, Beatrice, Adah, Ruth, Mrs. Osbourne?

19. *Many nouns of Anglo-Saxon origin have adjectives of Latin origin. Give the Latin-derived adjective for:*

cat (feline)	mouth	side	star
dog	mind	island	moon
egg	sun	spring	mother
eye	nose	ox	fleet
ear	light	home	father
brother	water	town	sky
year	son	country	end

SENTENCE PRACTICE

You have long been learning to use words *correctly*; senior students wish their spoken and written compositions not merely to be correct but to be *musical* also. Making your composition *musical* depends upon your skill in arranging the words in sentences.

No one can teach you to do this. You must learn for yourself. *By reading* a great deal you acquire a large vocabulary; by *reading, memorizing, and reciting aloud* you develop "an ear" for the music of a sentence; by *studying and imitating* beautiful sentences you may learn to write them. All great speakers and writers do this. Stevenson tells us that he studied and imitated every day for years, before he learned to write.

1. *Read this paragraph aloud pronouncing each word carefully:*

THE REAPING

Then the golden harvest came, waving on the broad hillside, and nestling in the quiet nooks scooped from

out the fringes of wood. A wealth of harvest, such as never gladdened all our countryside since my father ceased to reap, and his sickle hung to rust. There had not been a man upon Exmoor fit to work that reaping hook, since the time its owner fell, in the prime of life and strength, before a sterner reaper. But now I took it from the wall, where mother proudly stored it, while she watched me, hardly knowing whether she should smile or cry.

From *Lorna Doone*.

—R. D. BLACKMORE.

Memorize this paragraph. Listen to the music of it as you recite. Write three beautiful sentences about a Canadian harvest.

2. *Whenever you hear or find in your reading a musical sentence, jot it down in your note-book.*

3. *Practise writing verses as often as you have time.*

4. Take a line of poetry. State the same thought as well and as fully as possible in prose. Compare the effect.

Here are some *lines to paraphrase* in this way *for comparison*:

(a) The life so short, the craft so long to learn.

(b) Let Love make home a gracious Court.

(c) Men may rise on stepping-stones
Of their dead selves to higher things.

(d) The morn in russet mantle clad
Walks o'er the dew of yon high eastern hill.

(e) Thou art thy mother's glass, and she in thee
Calls back the lovely April of her prime.

(f) Awake, O North Wind; and come, thou South;
Blow upon my garden, that the spices thereof may
flow out.

- (g) A merry heart goes all the day,
Your sad tires in a mile-a.
- (h) A cloud lay cradled near the setting sun.
- (i) Walled round with rocks as an inland island
The ghost of a garden fronts the sea.
- (j)
- The Sea of Faith
- Was once, too, at the full, and round earth's shore
Lay like the folds of a bright girdle furl'd.
But now I only hear
Its melancholy, long, withdrawing roar.

5. Read this paragraph carefully:

A PARING BEE

As the party were all gathered it was time to set to work. The fire in the front room was burning up finely now, but Miss Fortune had no idea of having pork-chopping or apple-paring done there. One party was despatched downstairs into the lower kitchen; the others made a circle round the fire. Everyone was furnished with a sharp knife, and a basket of apples was given to each two or three. Now it would be hard to say whether talking or working went on best. Not faster moved the tongues than the fingers; not smoother went the knives than the flow of talk; while there was a constant leaping of quarters of apples into bowls or trays that stood on the hearth to receive them. Ellen had nothing to do; her aunt had managed it so, tho' she would gladly have shared the work that looked so pretty and pleasant in other people's hands. Laughing and talking went on merrily; stories were told; anecdotes, gossip, jokes, passed from mouth to mouth. The pared apples kept dancing into the bowls, the basket got empty surprisingly fast; Nancy and Ellen had to run to the barrels in the shed again and again for fresh supplies.

—SUSAN WARNER.

Try to fix in your mind a picture of the room.

Examine the use of adjectives and the arrangement of the sentences.

Suggest any changes that you think would improve the paragraph.

6. *Write a description of a threshing supper.*

7. *These are some beautiful passages to study, memorize, and imitate.*

(a) O my son Absalom, my son, my son
Absalom! would God I had died for thee,
O Absalom, my son, my son!

—THE BIBLE.

(b) Laodamia died; Helen died; Leda, the beloved of Jupiter, went before. It is better to repose in the earth betimes than to sit up late.

—WALTER SAVAGE LANDOR.

(c) Where the quiet colored end of evening smiles,
Miles on miles
On the solitary pastures where our sheep
Half-asleep
Tinkle homeward through the twilight, stray or stop
As they crop—

—ROBERT BROWNING.

(d) “Jean Valjean, my brother, you no longer belong to evil but to good; it is your soul that I buy from you; I withdraw it from black thoughts and the spirit of perdition and I give it unto God.”

—VICTOR HUGO.

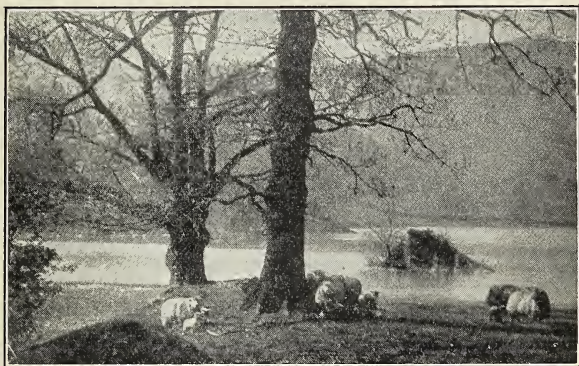
(e) Belshazzar the king made a great feast to a thousand of his lords, and drank wine before the thousand.

—THE BIBLE.

(f) There are no fields of Amaranth on this side of the grave; there are no voices, O Rhodope, that are not soon

mute, however tuneful; there is no name, with whatever emphasis of passionate love repeated of which the echo is not faint at last.

—WALTER SAVAGE LANDOR.



A SCENE IN THE LAKE DISTRICT, ENGLAND

8. *Describe this scene*, using the most melodious words and sentences you can think of.

ANOTHER WAY OF VARYING THE FORM OF THE SENTENCE

1. *Examine these sentences:*

I rose from the table and left the room.

I put it into the box which had the lid.

Underline the clauses in each of these sentences. Compare the two clauses in the first sentence. The actions expressed in *rose from the table* and in *left the room* are equally important. Either statement might be made alone. Now compare the two clauses in the second

sentence. *I put it into the box* is obviously the important thought. *Which had the lid* could not be said alone. It merely describes the box. A sentence in which each of the clauses might be said alone is called a **compound sentence**. If one or more weak clauses (that is, clauses which could not be said alone) depend upon a strong one, the sentence is called a **complex sentence**.

2. *Tell which are compound and which are complex* among these sentences:

When the sun rose, the mists cleared away.

You may come to our house, or I will go to yours.

I like candy, but it does not agree with me.

He went out with a man who had a car.

Can you hear, or shall I speak louder?

Either Mary came home or Jessie did.

The woman who had the little girl stayed with us.

I like red, but Mother likes blue.

I cried when I heard it.

We had better take the one that costs least.

As he walked, King Arthur panted hard.

3. *Choose five simple, five compound, and five complex sentences* from your Reader. Write them out and examine the conjunctions.

4. *Write five compound and ten complex sentences.* Use a different conjunction in each sentence.

You will notice that *and*, *but*, and *or* are the conjunctions most commonly used in compound sentences.

5. *Make a list of all the conjunctions* you can find used in complex sentences.

6. *Make a compound or a complex sentence* out of each of these groups:

I broke a cup at breakfast. Mother scolded me.

Dick is a hunter. He found a bear cub. It was thin.

A little girl was lost last night. She was in the church.

Mother called me. It was time to get up. It was cold. I was late.

I had a quarter. I bought candy. I lost the parcel.

We seeded the garden yesterday. It rained at once.

Can you sing? Can you play the piano?

Tell him to call. I shall be out in the evening.

He sold me a book. It was torn.

A sentence which makes a single, simple statement is called a **simple sentence**, as:

I lost a dollar in the car.

If we think of the *form* of our sentences, we say that they are **simple**, **compound**, or **complex**.

If we think of the *meaning* of our sentences, we say that they are **statements**, **questions**, or **commands**.

7. *Write three sentences* illustrating the different *forms* of sentence. Write three sentences illustrating the different kinds of sentence according to *meaning*.

8. *Choose and write out* in different lists all the simple, compound, and complex sentences in any paragraph from a book.

9. *Choose a paragraph which has the three kinds of sentences* in it. Rewrite it, making all the sentences simple. Have you improved it?

10. *Rewrite the paragraph*, making all the sentences compound. What is the effect?

11. *Rewrite it*, making all the sentences complex. How does this sound?

12. *Choose from your reading ten rambling complex sentences. Rewrite them as simple or as compound sentences. Have you improved them?*

13. *Select a paragraph in which all the sentences are complex. Change one or two to simple or compound forms. Do you think the paragraph improved?*

14. *Write a short paragraph in which all the sentences are: (a) simple, (b) compound, (c) complex. Tell what you think to be the effect of using each kind of sentence.*

15. *Write ten sentences with "as if" clauses. What is the work of an "as if" clause?*

16. *In ten sentences, underline the clauses. In how many of the sentences could (a) a phrase, (b) a word, be substituted?*

17. *Find ten beautiful phrases and use them in complex sentences.*

18. *In three stanzas of poetry, make a list of: (a) the phrases, (b) the clauses. What do the phrases add to the verse? What do the clauses add?*

19. *Write six sentences, each having a clause at the beginning and end. Rewrite them, placing both clauses either before or after the verb. What is the effect?*

20. *Write five sentences in each of which several phrases and clauses are built up into a climax.*

21. *Choose six verses from the Psalms (The Bible). Rewrite them in modern order. Explain how the music has been spoiled.*

When you have made a rough draft of your speech, story, or article, *revise it*. Try to make each sentence *musical* and *different in form* from the others near it.

PARAGRAPH PRACTICE

In practising to make your speeches and writings musical, you must not forget the paragraph. You know how important it is, in writing a paragraph, to begin at once with a brisk, interesting topic sentence. You have seen how good writers make their paragraphs musical by using different kinds of sentences. Another secret of good paragraph-writing is to arrange your sentences in such a way as to lead up to a climax.

1. *Read and study this paragraph; look for the climax:*

RICHARD AND SALADIN

"Mark, then," said Saladin; and tucking up the sleeve of his gown, showed his arm, thin indeed and spare, but which constant exercise had hardened into a mass consisting of nought but bone, brawn, and sinew. He unsheathed his scimitar, a curved and narrow blade, which glittered not like the swords of the Franks, but was, on the contrary, of a dull blue color, marked with ten millions of meandering lines, which showed how anxiously the metal had been welded by the armorer. Wielding this weapon, apparently so inefficient when compared to that of Richard, the Soldan stood resting his weight upon his left foot, which was slightly advanced; he balanced himself a little, as if to steady his aim; then stepping at once forward, drew the scimitar across the cushion, applying the edge so dexterously, and with so little apparent effort, that the cushion seemed rather to fall asunder than to be divided by violence.

From *The Talisman*.

—SIR WALTER SCOTT.

Notice in this paragraph how each single detail leads up to that thrilling climax, *drew the scimitar across the cushion*. Notice how Scott puts in small details, holding

back the climax and keeping you in suspense. Notice, too, how quietly the climax is expressed in contrast with the strong feeling. In the beginning, we feel that there is something mysterious about Saladin. With each sentence excitement rises like a tide in us, smooth, steady, strong, till it tops the mark at *drew the scimitar*. Then, like the tide, it recedes smoothly and steadily. This is one of the most effective paragraphs in literature. Study it well. You should read the whole interesting story of *The Talisman*.

2. In any story that you are reading, choose the three paragraphs with the best climax. Give reasons for your choice.

3. *Point out three ways* in which this is a good paragraph:

THE OLD BUCCANEER

I remember him as if it were yesterday, as he came plodding to the inn door, his sea-chest following behind him in a hand barrow; a tall, strong, heavy, nut-brown man; his tarry pigtail falling over the shoulders of his soiled blue coat; his hands ragged and scarred, with black, broken nails; and the sabre cut across one cheek, a dirty, livid white. I remember him looking round the cove and whistling to himself as he did so, and then breaking out in that old sea-song that he sang so often afterwards:

“Fifteen men on the dead man’s chest—
Yo-ho-ho, and a bottle of rum!”

From *Treasure Island*.

—ROBERT LOUIS STEVENSON.

4. In a paragraph describe some strange person you have seen.

5. *Mention five good points about:*

a paragraph you have chosen from a magazine
a paragraph you have written
a paragraph selected from your history text
a paragraph from a favorite story

6. *Relate in a paragraph an incident which:*

made you laugh
made you ashamed of yourself
made you respect someone
reveals a secret
shows that conscience sometimes troubles people
showed presence of mind in someone
proves that "truth will out"

7. *In a short story:*

Mark the climax sentence in each paragraph.

Choose the paragraph which you consider to be most effective.

Give your reasons for so considering it.

8. *In a paragraph, tell what would happen if:*

the sun failed to rise
the trains stopped running
someone gave you a million dollars
it continued to rain for two months
you lost your memory
you told everyone you met exactly what you thought of them

9. *Give a paragraph of good advice to:*

a student who is regularly late
one who spends all his pocket money in candy
a woman who worries a great deal

a girl setting out upon her first long journey
 a man who has no life insurance
 a person who is getting too fat
 a chronic grumbler

10. *The following is an old-fashioned paragraph* but a very fine one; mark the climax and show how it is built up:

HENRY AND RODOLPH

After and upon this, Henry and Rodolph, to try the matter by the sword, coped together in battle, not without bloodshed. Henry, by the favor of God and against the judgment of Hildebrand, had the victory. Rodolph, there greatly wounded in the conflict, was had out of the army and carried to Hyperbolis, where he commanded the bishops and chief doers of his conspiracy to be brought before him. When they came, he lifted up his right hand, in which he had taken his deadly wound, and said, "This is the hand which gave the oath and sacrament to Henry, my Prince, and which, through your instigation, so oft hath fought against him in vain; now go and perform your first oath and allegiance to your king, for I must to my fathers," and so died. Thus the pope gave battle, but God gave the victory.

—JOHN FOXE.

11. Upon the subject "Armistice Day" write a paragraph. Make the paragraph sound as dignified as possible.

12. *In a single paragraph prove that:*

a motor car is useful
 apples are our most valuable fruit
 farm life is good for boys
 truth-telling is best
 it is better to be sure than sorry

13. *Give the substance of:* a sermon, a lecture, an article, a letter, a business man's argument.

14. *Report in a paragraph:* a fire, a street-car accident, a banquet, a wedding, a hockey match, a dog fight, a traffic blockade, a school concert.

15. *Describe a view seen from:* (Remember your climax.)

a window	a hill in the country	a barn door
a mountain peak	a ship's deck	a garden gate
a street corner	camel-back	a canoe

16. *Describe any of these views as seen in the dawn.*

17. *Make a list of five details necessarily mentioned in telling how to:*

play basket-ball	make a bobsled
make scalloped potatoes	get up a picnic
cut out a dress from a pattern	keep your feet warm

18. *Write a paragraph* describing the appearance of some famous man. Vary your sentences.

19. *Write a character* sketch of him. Make a good climax.

20. *Keep a diary* this year. Make a booklet for yourself and make your entries in careful paragraphs. Put in only *your best thoughts*.

THE SOCIAL LETTER

As a senior student you are beginning to be responsible for your own behavior. You must learn to stand on your own legs in the world. Father and Mother cannot always make friends for you or apologize for your blunders.

The social letter or note is one of the interesting kinds of composition that become necessary when you begin to live in the world. It is very important, because it gives an idea of your character to friends outside your own family. To write a correct business letter is essential to your financial success in life; to write a correct social letter is essential to your social success.

Social letters are usually short, and, therefore, one is able to take great pains with each. Use white, unruled, unperfumed paper and an envelope to match. Be careful to state clearly what you mean (it is embarrassing to arrive at the wrong time). Write as courteously as you can. *Never forget* to write a social note when one is due.

1. *Examine these letters:*

The End House,
Stoneleigh,
May 6, 1924.

Dear Mary,

Jane Maughan is to spend the week-end with me. I am hoping to gather her intimate friends to meet her on Friday evening. Could you come in at eight?

Yours sincerely,
Dorothy Mattern.

Maple Grove Farm,
October 5, 1924.

Dear Jessie,

You are very kind to ask me to come in on Friday evening and go to the theatre with you. I have not seen a play since June and shall look forward to it all the week.

Yours sincerely,
Annie Thompson.

2. *Write a short paragraph* about each girl, telling what you think she is like.

3. *Make up a little story* about the way in which the girls came to know each other.

4. *Write the letter* Annie would write in refusing the invitation.

5. *Write a letter* from Jane explaining that something has happened to prevent her visit.

155 Fourth Avenue,
Regina, Sask.
July 8, 1924.

Dear Miss Trent,

I am returning your copy of *Ivanhoe* with a blot upon one of the pages. I cannot tell you how sorry I am to have had this happen. As it is a presentation copy, I cannot replace it. Please forgive me.

Yours sincerely,
Adam Bentham.

272 Oak Street,
Halifax, Nova Scotia,
July 5, 1924.

Dear Jim,

We have been watching the papers anxiously for the University lists and were delighted, last evening, to find your name and to count your honors "thick upon you." Mother and Bess could talk of nothing else all evening; while I confess I thought of little else. Hearty congratulations, old chap. We are all puffed up with pride in you.

Yours,
Dad.

6. *What kind of letter* is each of the above?

7. *Write an answer* from Miss Trent.

8. *Write an answer from Jim.*
9. *Write the letter Jim's mother wrote to him.*
10. *Write a letter to one of your friends to whom some piece of good fortune has fallen.*

Alix, Alberta,
August 19, 1924.

Dear Mrs. Asshur,

I reached home safely and in good time yesterday afternoon. Dad was at the station to help me with my suitcase. I found mother entertaining visitors who had arrived for dinner and the evening, so I flew to the kitchen.

This afternoon as I shook out and hung away my things, the shining little memories of all the happy things we did over the week-end came out of the folds and danced about my head. It was very good of you to invite me and to give me such a gay time. I do thank you.

Yours sincerely,
Jean Stewart.

11. *What kind of girl do you think Jean is?*
12. *Describe Mrs. Asshur's house.*
13. *Write the invitation Mrs. Asshur wrote to Jean.*
14. *Write Jean's acceptance.*
15. *Think of a friend you would like to invite to spend the night with you. Write a letter to your mother asking if you may invite him (or her).*
16. *Write the letter of invitation.*
17. *Imagine you have spent a few days with a friend. Write to thank her.*
18. *Write to thank a friend who had sent you flowers when you were ill.*

19. *Imagine that you have been ill* and have spent a month with a friend in Victoria. Write to thank her.

20. *Imagine that you have accepted an invitation* and at the last moment you have been unable to go. Write your apology.

224 Spring Garden Road,
Fredericton, N.B.
June 2, 1924.

Dear Mrs. Fisher,

Mother and I were extremely sorry to hear, last evening, of Lucy's critical condition. We know how anxious you must all be and will not trouble you by calling, but if there is anything, at any hour of the day or night, which we could do to help, please call us. Our telephone number is 214.

Yours sincerely,
Alice Watt.

21. *Imagine three situations* in which it would be polite to send a note of sympathy. Write the note.

Stanton, Ontario,
June 10, 1924.

Dear Ted,

The Armstrong boys, Fred, and I are going up to Little Long Lake for a week's camping, leaving Thursday. Could you come along? We all hope that you can. Indeed, I am not sure that we shall get Mother's leave to go without you; she depends so upon your prowess as a swimmer and upon your reputation for common sense. The party has already elected you Chief Bacon Frier. We count on you.

Yours,
Tom.

22. *Imagine where and how* you would like best to spend your summer. You may invite three guests. Write the letters of invitation.

14 Dunbar Road,
Vancouver, B.C.
August 22, 1924.

Dear Don,

I am very sorry indeed that I shall not be able to be out on Thursday evening. The Captain has decreed that I must pitch the baseball game that evening. It is very hard luck, but the boys depend on me. I know what a jolly party I am missing and thank you heartily for the invitation. Please give my sincere regrets to your mother and sister.

Yours sincerely,
Max Fraser.

23. Your mother *will* not allow you to accept a certain invitation, because she thinks that you are too young. Write a *polite* refusal.



THE SUMMER COTTAGE

Study this picture.

Write a little play with the setting in this summer cottage.

THE LONGER COMPOSITION

You have now a good many thoughts to express and frequently need to speak or write compositions much longer than one, two, or three paragraphs. Arranging such a composition is really quite simple, although it takes a little more time to think out the plan.

The three-part outline you have used—introduction, body and climax, and conclusion—will serve you still. The simplest way to lengthen it is to plan your introductory, climax, and concluding paragraphs as usual, and then to put in as many paragraphs of incidents or facts leading up to the climax as you wish.

In still longer stories and articles you may write several paragraphs (or even whole chapters) of introduction and conclusion. The longest books are arranged on this plan. It is equally useful for story, poem, play, or article.

1. *Read the story of Rip Van Winkle* and decide where the divisions come. Make an outline of this story.

2. *Open the Bible at Judges vi and vii.* Arrange the story of Gideon suitably for telling or writing. Select the verses needed for introduction, body and climax, and conclusion. Copy out the story in your arrangement.

3. *Another day, write* the story of Gideon in your own words and compare the two versions.

4. *Read Dickens' Christmas Carol* and study its form. Prepare a short and simple version of the story for Grade V to read.

5. *Read The Vision of Sir Launfal* by James Russell Lowell. *Arrange* it as a dramatization. Use the words of the poem whenever possible.

EXERCISES IN CHOOSING TITLES

1. *Select from a shelf of books* the three whose titles you consider to be most attractive. Tell why.

2. *Select four stories*, or books, that you think badly named and rename them. Make a list of the good qualities of the names that you have given.

3. *Enumerate the characteristics* of the titles of informational articles which make you wish to read them.

4. *Give a new title* to an old story. What changes would be necessary in order to make the story fit?

5. *Let each pupil make three titles for stories* for the class to write. Choose the best title submitted. Let each pupil try to plan a different kind of story.

6. *Make a list of the titles of books* by various authors. Which author do you consider is the best title-maker?

7. *Keep a note-book* for jotting down good titles as you meet or think of them.

EXERCISES IN PLANNING

1. *Make a plan for two short plays*, one to end happily, the other sadly.

2. *Make a careful (and brief) plan* of your favorite novel. List its four best qualities.

3. *Make a plan of an "Editorial"* from each of the city papers. Which one seems to be the most carefully thought out?

4. *Make a plan for:* a fairy tale, an historical story, a mystery story, a story of adventure, a true story, a ghost story, a story about a peculiar character.

5. *Make brief but careful plans* of the novels on the Supplementary Reading Course in use in your province. Which has the best plot?

6. *Make a plan for:* a political speech, a sermon, a travel lecture, a speech recommending compulsory games in schools, a health talk, a speech advertising a new creamery, a defence of examinations.

CORRECT SPEECH

Make ten sentences using correctly each of the following groups of words; practise one group daily:

I should like, say, think ——.
 Take Jane and *me* ——.
 It was he *whom* ——.
 Quite a *distance* ——.
 Each of them did *his* best to ——.
 Neither of them *was* ——.

ENUNCIATION EXERCISES

1. Pronounce each of these words *as accented*; tell what part of speech it is and use it in a sentence:

ab'sent; ab sent'	trans'port; trans port'
ac'cent; ac cent'	sub'ject; sub ject'
dis'count; dis count'	fre'quent; fre quent'
ex'tract; ex tract'	ob'ject; ob ject'
fer'ment; fer ment'	per'fume; per fume'
col'lect; col lect'	pre'fix; pre fix'
con'flict; con flict'	sur'vey; sur vey'

2. *Say good-morning like:*

a cranky old man	a playmate
a pretty girl	a boy

Mother	a little girl
a shy person	a kind woman
the baby who has just learned to say it	
a young man with a cold in his head, etc., etc.	

Let the others guess in what character you speak.

3. *Memorize these passages* and recite them, giving full value to each of the vowels:

- (a) These are the gardens of the desert, these
The unshorn fields, boundless and beautiful.
- (b) O, sweet and far from cliff and scar
The horns of Elfland faintly blowing.
- (c) We have left undone those things which we
ought to have done.
- (d) And the fifth angel sounded, and I saw a star fall
from heaven unto the earth; and to him was
given the key of the bottomless pit.

4. *Selections for consonant practice:*

- (a) O East is East and West is West.
- (b) He stepping down by zigzag paths and juts of
pointed rock
Came on the shining levels of the lake.
- (c) Over them the sea-wind sang, shrill, chill with
flakes of foam.
- (d) I heard the water lapping on the crag,
And the long ripple washing in the reeds.
- (e) My business is not to remake myself, but to make
the absolute best of what God made.
- (f) God's child with His dew on thy gracious gold hair.
- (g) Cupid and my Campaspe played
At cards for kisses; Cupid paid.

(h) Charity suffereth long and is kind; charity envieth not; charity vaunteth not itself; rejoiceth not in iniquity but rejoiceth in the truth.

(i) O skylark! Thou spring'st from the earth but wing'st and sing'st in the air as if thou belong'st amongst the clouds.

ORAL EXERCISES

1. *Select part of a famous speech*, memorize it, and deliver it as well as you can.

2. *Read over the Trial Scene from The Merchant of Venice*. Arrange it for acting and, with other members of the class, present it on Friday afternoon.

3. *Choose some story of adventure* that you have read. Tell it in shortened form to the other pupils.

4. *Look through a newspaper* and choose some item of current news to tell the class.

5. *Prepare and deliver a short speech upon:*

the coal mines of Canada
government ownership of railways
the grasshopper pest
ventilation of houses and schools

6. *Find and carefully prepare* to tell to the class a joke which is neither vulgar nor unkind.

7. *Describe some place* in Canada which your school-mates have not seen.

8. *Make a survey of the weeds* to be found in your district. Make a report upon them.

9. *Find in a book or periodical a short story* to read aloud to the class.

10. *Examine and make a report* upon the library of your school.

11. *Arrange* for dramatizing and train the younger pupils to present "The Trial of the Knave of Hearts" from *Alice in Wonderland*.

12. *Make up and tell a story about:*

The Short Cut Home
Private Murphy
The Pride of the O'Briens
A Haunted House

13. *Memorize* and, with other members of the class, act the first scene of *Richard II* by Shakespeare.

14. *Practise and recite* for the class your favorite poem.

15. *Tell to the class* the story of the life of: Flora McDonald, Lady Jane Grey, Sir Walter Scott, Nelson, Sir Henry Havelock, Captain Cook, Samuel Hearne.

16. *Prepare and give* a talk upon the effect upon the body of: alcohol, exercise, sleep, fresh air, tobacco.

17. *Explain how to:*

put a paper cover on a book
dress a bad burn
tan hides
wash a crêpe blouse
cook beans

18. *Arrange a speaking contest* in which each member of the class prepares and delivers a short speech.

19. *Memorize and recite The First Epistle of Paul to the Corinthians xiii, 1-13 (The Bible).*

20. *Arrange a "Library concert"* for Friday afternoon. Let different pupils prepare speeches upon: What is the Matter with our Library? How to Use a Library; How to

Manage a Library; How to Earn a Library; My Private Library; Famous Libraries.

21. *Tell to the class an interesting story* about some famous person.

22. *Dramatize your favorite scene from *Treasure Island*.*

23. *Arrange an afternoon of "Hat Speeches."* Write subjects for speeches on slips of paper. Put all in a hat. Let each pupil draw one and speak upon that topic.

24. *Prove that we should:*

give to beggars
not smoke till we are twenty-one years old
sleep outside if possible

25. *Memorize and recite these stanzas:*

IT IS A BEAUTEOUS EVENING, CALM AND FREE

It is a beauteous evening, calm and free;
The holy time is quiet as a nun
Breathless with adoration; the broad sun
Is sinking down in his tranquility;
The gentleness of heaven broods o'er the Sea;
Listen! the mighty Being is awake,
And doth with his eternal motion make
A sound like thunder—everlastingly.

—WILLIAM WORDSWORTH.

ON THE FUNERAL OF LINCOLN

Oh, slow to smite and swift to spare,
Gentle and merciful and just!
Who, in the fear of God, did'st bear
The sword of power, a nation's trust.
Thy task is done, the bond are free—
We bear thee to an honored grave,
Whose proudest monument shall be
The broken fetters of the slave.

—WILLIAM CULLEN BRYANT.

26. *Describe a place* that you have seen and admired. Try to make the others see it.

27. *Give a short review* of a book that you have lately read. Make the others wish to read it.

28. *Arrange a mock parliament.* Find out who the officials are and what they do. Prepare and debate a bill to require veterinary surgeons to take training before they practise.

29. *Dramatize* the meeting of the Council of Canada in *The Seats of the Mighty* by Sir Gilbert Parker.

30. *Read the leading article* in your evening newspaper and state to the class the opinions expressed.

31. Read the story by Edward E. Hale called *A Man Without a Country*. Prepare and tell it on a public day.

32. *Dramatize* the trial of a person who has stolen a horse.

33. *Prove* that India is a good country in which to live.

WRITTEN COMPOSITION EXERCISES

1. *Write a criticism of any book* that you have lately read. Support your opinions by quotations.

2. *You have one hundred dollars* to buy new books for the school library. Write to several booksellers asking for their catalogues. Select the books you wish from each catalogue. Make a list of these books. Write the letters, enclosing post-office orders, ordering the books from the different houses. (Even though you have not the money it is a good thing to have this list ready. Then you can order one book at a time, as the funds materialize).

3. *Write a short humorous story* with the title:

Taking a Snap-shot of the Baby
Stepped on by an Elephant
It Makes my Mouth Water
An Adventure with a Dentist

4. *Write a serious story* using one of the titles in Exercise 3.

5. *Keep a diary of* your reading for this year. Write in it short accounts of every book that you read, giving your opinion of each.

6. *Write out for acting* the scene from *The Golden Dog* in which the lady holds an old-time French court. Make up additional speeches and incidents.

7. *Choose a book or story* which you dislike and give your reasons for disliking it.

8. *Write a short article* upon some place you would like one day to see, as: Venice, Scotland, London, Tokio, the Yukon.

9. *You are a very rich old person* without near relatives. Write letters to five people to whom you might leave your money. In each letter ask the person to do something which will test his honesty. Write a short story telling what resulted.

10. *Write a ballad* upon any historical subject, as: The Taking of Louisburg, The Expulsion of the Acadians, Laura Secord, The Children's Crusade, etc.

11. *Write a sketch of the life* of your favorite author.

12. *Describe the heroine's home* in: *Anne of Green Gables*, *Little Women*, *The Golden Dog*.

13. *You are invited* to spend a month in Vancouver. Write the invitation and acceptance. Plan your journey and write all the letters and telegrams in connection with it. Write letters describing your visit to: your mother, your teacher, a friend, an acquaintance who thinks of making the same journey; and, after your return, write a letter of thanks to your hostess.

14. *Make a booklet* and put in it a collection of interesting anecdotes about famous people.

15. *Explain:*

- how to make an apron
- how to make a bookshelf
- what causes an eclipse of the moon
- how to get rid of freckles
- how a wireless instrument works
- how to make a summary
- how to make a bed

16. Write an advertisement for a teacher. Write five letters of application from candidates of different qualifications and experience. Write the minutes of the meeting of the school board at which a teacher is chosen. Write a letter to the candidate chosen notifying him of his appointment. Write brief notes of regret to the other candidates.

17. *Imagine yourself* as any historical character and write your own story of an important event in which you took part.

18. *Write an article for a newspaper* commending a candidate for some political office.

19. *Make a little play* of Sir Walter Raleigh smoking for the first time in England.

20. *Give an account of a street-car accident* from the point of view of: the motorman, a passenger, a newsboy, the policeman, or an old lady on her way to visit her son.

21. *You need a typewriter.* Collect and make a statement of the relative merits of three makes. Write an advertisement for a second-hand machine of the make that you prefer. Write three answers to your advertisement. Reply to each of these letters.

AN EPITAPH

Upon a little child that died

Here she lies, a pretty bud
Lately made of flesh and blood:
Who as soon fell fast asleep
As her little eyes did peep.
Give her strewings, but not stir
The earth that lightly covers her.

22. *Epitaphs are interesting stanzas to write.* Make one for a child, for an old person.

23. *Write short single stanzas for Valentine favors.*

24. *Write a poem for Canada's birthday.*

25. *Imagine yourself a young woman sent out to Canada from England by the Salvation Army.* Write a series of letters to your mother in London telling of your trip, describing Canada, your experiences, and the work you obtain.

26. *Outline a motor trip about your province to show the country to a visitor.*

27. *Prepare a series of little verses to be used in advertising each of these articles: baby food, flower seeds, soap, tooth-paste.*

28. Write a letter to a newspaper complaining about the *telephone service*.

29. Copy these two selections into your note-book; memorize them; in reciting pronounce the vowels beautifully:

A REQUIEM

Under the wide and starry sky,
Dig the grave and let me lie.
Glad did I live and gladly die,
And I lay me down with a will.

This is the verse you grave for me:
Here he lies where he longed to be;
Home is the sailor, home from sea,
And the hunter home from the hill.

—ROBERT LOUIS STEVENSON.

WOLSEY'S SOLILOQUY

Farewell! a long farewell to all my greatness!
This is the state of man: to-day he puts forth
The tender leaves of hope; to-morrow blossoms,
And bears his blushing honors thick upon him;
The third day comes a frost, a killing frost;
And, when he thinks, good easy man, full surely
His greatness is a-ripening, nips his roots,
And then he falls, as I do. I have ventured
Like little wanton boys that swim on bladders,
This many summers in a sea of glory,
But far beyond my depth: my high blown pride
At length broke under me, and now has left me,
Weary and old with service, to the mercy
Of the rude stream that must forever hide me.

From *Henry VIII.*

—SHAKESPEARE.

APPENDIX

SUMMARY OF PUNCTUATION

Capital Letters are used:

1. At the beginning of every sentence.
2. At the beginning of every line of poetry.
3. For proper names.
4. For all titles: Miss, Aunt, Captain, Duke.
5. For the names of months and all special days.
6. Proper adjectives, verbs, and adverbs: Turkey red, Orientalize, etc.
7. For names of the Deity.
8. For titles of books, plays, etc.
9. For quotations (if complete; otherwise not): Mary said, "He has gone already." She quoted from the Bible: "Go ye into all the world."
10. For personified words.
11. For abbreviations.
12. For proper names and proper adjectives in bills and accounts: 2 tubes Chinese blue.
1 can Allan's cocoa.

The Period is used:

1. After all declarative sentences.
2. After all abbreviations.
3. After heading, address, and closing of letters.

It is *not* used:

1. After titles of books, or other groups of words which are not sentences.

The Interrogation Mark is used:

1. After an interrogative sentence whether complete or elliptical: You saw him? When?

It is *not* used:

1. After indirect questions: She asked Tom where he lived.

The Exclamation Mark is used:

1. After real exclamations (including interjections).
Alas! he called in vain.
2. After expressions which are not complete sentences: Never to see thee more!
3. After sentences containing an exclamatory word (how, what): What a day that was!

It is *not* used:

1. After sentences which are really statements or questions: "Welcome home," he shouted.
What had she not done for me?

The Comma is used:

1. To separate co-ordinate words, phrases, and clauses: A long, dull, and tiresome sermon was preached.
2. In compound sentences (especially if the subject of the first clause is not the subject of the second clause): We went in, and Mary prepared dinner.

3. In compound subjects or predicates: Home, quiet, and his books are all that he desires.
4. To set off words, phrases, or clauses used parenthetically: Why, then, did you go in?
5. To mark off introductory words, phrases, or clauses: In the afternoon, we played golf.
6. After the nominative of address: Mother, will you come with us?
7. To set off a direct quotation: "You may go," said Mother.
8. To set off words, phrases, or clauses which are out of their natural place in the sentence: Next morning, before he left his room, he was arrested.
9. Before co-ordinating conjunctions *but*, *and*, *for*: She called, but no one answered.
10. To point out an ellipsis: To err is human; to forgive, divine.
11. Before and after *namely* and *that is* (not *also* and *too* unless they refer to the whole sentence): None is good save one, that is, God. I shall go also.
12. After the salutation of a letter: Dear Mary,

It is *not* used:

1. When words, phrases, or clauses are connected throughout by *and*: A long and dull and tiresome sermon was preached.
2. When adjectives in series are not of the same kind: A clever young person.

3. Between independent clauses which are not joined by a conjunction (a semi-colon should be used): He cannot go; he was not invited. He cannot go, for he was not invited.
4. Before and after *also* and *too* unless they are used parenthetically and refer to the whole sentence: I shall go also. Like twilight's, too, her dusky hair.

The Semi-colon is used:

1. To separate dependent phrases or clauses which are loosely connected and in which commas have been used: These bright accounts of travel; good-humored and witty discussions of question; lively or pathetic story-telling in the form of novel,—all these books of the hour multiplying among us as education becomes more general, are a particular possession of the present age.
2. To group independent clauses which are parallel in thought and arrangement: The rain descended; and the floods came.

The Colon is used:

1. As a means of introduction stated or understood (a complete sentence should precede a colon): A verb is an action word: jump, speak.

It is *not* used:

1. After the salutation of a letter (the comma is used here).

The Dash is used:

1. To show an interruption of speech, sudden change in thought and construction, or hesitancy: I—can you forgive me? I—will—think of it.

2. To indicate a change of speaker: What is your name?—John Brown. Where do you live?—In Toronto.
3. To separate the author's name from a quotation: "The jocund day stands tiptoe on the misty mountaintops."—*Shakespeare*.
4. To mark the omission of a word or letter: Have you seen Mrs. D—?

The Dash is much misused, and careful writers confine it strictly to these uses.

Parentheses are used:

1. To set off words, phrases, or clauses having the force of an aside: I went (Mary had asked me) to help with the baby.

Brackets are used:

1. To show that the matter enclosed within them does not belong to the text: In his paper [The Tribune] the matter was not mentioned.

Quotation Marks are used:

1. To enclose quotations and for titles of books, unless the latter are made plain by being italicized.
2. When one quotation is used within another, single quotation marks are used within double quotation marks.
3. When the quoted matter is more than one paragraph long, the marks are used at the beginning of each paragraph, but at the end of the last paragraph only.

They are *not* used:

1. Before and after familiar proverbs.
2. About good colloquial words in apology for them. If the word needs an apology it should not be used: He found the trail overgrown. (Not the "trail" overgrown.)

The Hyphen is used:

1. In noun-phrases in which the words have changed their meaning: "A man-of-war." (A man of war means a soldier).
2. When the second part of a noun-phrase is an adjective: knight-errant, attorney-general.
3. In compound adjectives: dining-room furniture, five-cent fare.
4. In the German fashion: A two-man or a one-man car.

It is *not* used:

1. When the words to be united are not felt to be confusing to the eye: railroad, grandfather, fireproof. *Today* and *tomorrow* are now written without the hyphen. *But*: ex-president, non-combatant.
2. Adverbs which may be mistaken for adjectives, such as: better, ill, long, etc., should be joined to the participle by a hyphen: a long-suffering woman, a hard-boiled egg, etc.
3. In numbers: twenty-one, twenty-first, etc.
4. At the end of a line to divide a word (do not divide a word unless it has two or more

syllables; never divide a word where the syllables to be carried over have only one or two letters): tripped, needed, proper (not to be divided).

The Apostrophe is used:

1. In forming the possessive case: Mary's, the dog's, etc.
2. In forming the plurals of letters, signs, etc.: the B's.
3. To mark the omission of letters in contracted words: can't.

Italics are used:

1. For titles of books and plays if preferred (instead of quotation marks): *The Merchant of Venice*.
2. For foreign words and phrases unless Anglicized: *au revoir*; but, *apropos*.
3. For words, clauses, phrases, or sentences to which it is desired to draw special attention: "There *is* confusion worse than death."



THE HORSE FAIR

—Bonheur

INDEX

- Abbreviations, common, 27-28.
 Action of the story, 117.
 Active and passive constructions, 133-135.
 Adjective, definition of, 79;
 degree in, 81-82; derived from
 Latin, 177; exercises on, 85,
 172.
 Adverb, definition of, 79; exer-
 cises on, 82, 84.
 Aesop, 22.
Agriculture, 119.
 Alcott, Louisa M., 21.
 Allingham, William, 50.
 Alliteration, 24.
 Ambiguous sentences, 173-174.
 Anglo-Saxon adjectives, 177;
 nouns, 177.
 Apostrophe, 151, 213.
 Argument, arrangement of ideas
 in, 162-167; brief, 164; defini-
 tion, 106.
 Arnold, Matthew, 102.
 Arrangement of ideas—argu-
 ment, 162-169; description,
 95-98; exposition, 111-112.
 Arthur, King, 58, 62-64, 67.
 Article, form of, 119-120; sum-
 mary of, 157-158.
 Ballad, definition of, 20; exer-
 cises on, 135-136, 203; *Robin*
Hood and Allan-a-Dale, 41;
Robin Hood and Guy of Gis-
borne, 18; *Sir Francis Drake*,
 135.
Benjamin Franklin's Story, 73.
Bible, The, 104, 130, 180.
 Blackmore, R. D., 96, 132, 177.
 Body of the story, 117.
Breathe Out, 111.
 Breathing exercises, 43-44, 144.
 Brief, a, 164-165.
 Bright, John, 166.
 Brown, T. E., 28.
 Browne, Sir Thomas, 131.
 Browning, Robert, 13, 180.
 Bryant, William Cullen, 201.
 Bunyan, John, 131, 136.
 Burroughs, John, 132.
 Byron, Lord, 46.
Can and may, 143.
 Capital letters, the use of, 36,
 207.
 Carroll, Lewis, 139.
 Cavell, Edith, 150.
Chambered Nautilus, The, 148.
 Chesterfield, Lord, 142.
Christian and Apollyon, 136.
 Classification of sentences, 181-
 184.
 Clause, definition of, 86, 102;
 exercises on, 86-87.
 Climax of the paragraph, 185-
 188; of the story, 113, 117;
 exercises on, 187, 188.
 Colloquialisms, 122.

- Colon, use of the, 144, 210.
 Comma, use of the, 208-210.
 Completion of the predicate, 89.
 Complex sentences, 182-184.
 Composition, the longer, 195;
 the three-paragraph, 116-120;
 types of, 196-197.
 Compound sentences, 182-184.
 Conclusion of the story, 117.
 Conjunctions, 102.
 Consonant practice, 198-199.
 Correct usage—*learn* and *teach*,
 124; *lie*, *lay*, and *laid*, 84-85;
 may and *can*, 143; *shall* and
 will, 123-125; slang, 107, 132;
 vulgarisms, 172-173.
Crowning of Arthur, The, 67.
Cuckoo Song, The, 82.
- Daffydowndilly*, 155.
 Dash, use of the, 210-211.
Daulac's Defence, 112.
 Debate, definition of, 106; sub-
 jects for, 106, 147, 167-169.
 Degree of comparison, 81-82.
 Description, exercises on, 94-
 96, 113-114, 179-180; models,
 94-96, 116, 136, 137, 139.
 Diminutives, 66, 126.
 Direct speech, 74; exercise on,
 99.
Dr. Johnson's Opinion, 167.
Drake, 137.
 Dramatization, exercises in, 14,
 43, 49, 64, 104, 105, 107, 108,
 118, 119, 148, 149, 151, 195,
 199, 200, 201, 203, 204.
Duck on the Rock, 40.
- Ecclesiasticus*, 162.
- England*, 175.
 Enunciation, exercises in, 44-
 45, 90-91, 145-146, 197-198.
Epitaph, An, 205.
Excalibur, 62, 64.
 Exclamation mark, use of the,
 208.
 Exercises,—argument, 163, 165,
 166; breathing, 43-44, 144;
 correct usage, 123-125, 143,
 172-173; enunciation, 44-45,
 90-91, 145-146, 197-198; oral,
 46-48, 103-107, 146-149, 199-
 202; paragraph, 22, 49, 94-
 100, 138, 139, 185-189; play-
 making, 64, 107, 108, 118, 119,
 147; predicate, 30-33; sen-
 tence, 28, 29, 47, 48, 184;
 story-making, 169; subject,
 30-33; thinking, 13-18, 53-57,
 111-114, 155-158; verse-
 making, 34, 40, 50, 136, 151,
 152; vocabulary, 23-25, 36-41;
 written, 49-51, 107-109, 149-
 153, 202-206.
 Explanation, exercises in, 97,
 204; form of, 111; models of,
 111-113.
 Extravagant words, 125.
- Fables, The*, 22.
Famous Men, 162.
 Famous names, 129-130, 176-
 177.
Fishing for Loaches, 96.
 Florid sentences, 121.
Flying Dutchman, The, 47.
 Foreign phrases, 129.
Forsaken Merman, The, 102.
 Foxe, John, 132, 188.
 Franklin, Benjamin, 73.

- Free Trade*, 166.
- Games—*Duck on the Rock*, 40-41.
- Goldsmith, Oliver, 157.
- Good Saint Nicholas*, 14.
- Greeley, Horace, 119.
- Gulf Stream, The*, 157.
- Hark ! Hark ! the Lark*, 58.
- Harris, Beth, 135.
- Hat speeches, 201.
- Hawthorne, Nathaniel, 113.
- Hémon, Louis, 94, 139.
- Henry viii*, 206.
- Henry and Rodolph*, 188.
- Hercules and the Waggoner*, 22.
- Holinshed, Ralph, 96.
- Holmes, Oliver Wendell, 148.
- Holy Grail, The*, 88.
- Homonyms, 144.
- Home*, 157.
- How Arthur Took Excalibur*, 62.
- Hugo, Victor, 180.
- Hunt, Leigh, 165.
- Hyphen, exercise on, 45; uses of, 45, 212-213.
- Ideas, arrangement of, 111-113; discarding uninteresting, 53-54; exercises in selecting, 54; selecting the most important, 13.
- Imagination, collecting thoughts through the, 17; exercises in, 17, 98-99, 115, 116, 159-160.
- Indentation of paragraphs, 21.
- Indian names, 130.
- Indirect speech, 74; exercises on, 99, 192-193.
- Information articles, types of, 197.
- Interrogation mark, use of the, 208.
- Introduction to story, 117.
- Isles of Greece, The*, 46.
- It is a Beauteous Evening*, 201.
- Italics, use of, 213.
- Judging, 56-57; exercises in, 160-161.
- Johnson, Samuel, 167.
- Kingsley, Charles, 81, 137.
- Kipling, Rudyard, 105.
- Kitchen, The*, 116.
- Lady of Shalott, The*, 25.
- Landor, Walter Savage, 180, 181.
- Learn—to arrange ideas, 111-114; to collect ideas, 15-18; to discard uninteresting ideas, 53; to make—a ballad, 135-136; a limerick, 33-34; a lullaby, 39-40; a play, 107; to select ideas, 54; to think, 13-18, 53-57, 111-119, 155-161.
- Learn and teach*, 124.
- Letters, business, 59-62; exercises on, 59-62, 98, 119, 139-142, 153, 189-194; friendly, 98, 139-142; parts of, 140-141; social, 189-194.
- Library concert, 201.
- Lie, lay, and laid*, 84-85.
- Light-Keeper, The*, 115.
- Limerick, learn to make a, 33; model, 33; subjects for, 34, 107.

Little Women, 21.

Longer composition, 195.

Lorna Doone, 96.

Lullaby, *A*, 39.

Malory, Sir Thomas, 132.

Maria Chapdelaine, 94, 139.

May and can, 143.

May Margery, 28.

Memory, collecting thoughts from, 15-16.

Metaphors, 159-160, 170-171.

Mishap, *A*, 132.

Misused words, 85.

Mock Parliament, 202.

Models—article, 119; argument, 162-163, 165, 166, 167; ballad, 18, 41, 135; brief, 164; letters—business, 59-62; friendly, 98, 139, 142; social, 189-194; limerick, 33; lullaby, 39; paragraphs, 21, 94, 96, 112, 113, 116, 132, 136, 137, 139, 155, 165, 179, 185, 186, 188; sentences, 14, 132, 146, 170, 178, 180; stories, 112, 116, 130.

Monotony, preventing, 137.

My First Fishing Excursion, 116.

Names for research, 129, 130, 176-177.

Noun, definition of, 36; exercise on, 36-37.

Observation, collecting thoughts by, 15-16.

Old Buccaneer, *The*, 186.

Old House, *The*, 113.

On the Funeral of Lincoln, 201.

Paragraph, definition of, 21; exercises on, 22, 49, 94-96, 97, 99, 138; model, 21, 94, 96, 112, 113, 116, 132, 136, 137, 139, 155, 165, 179, 185, 186, 188; practice, 22, 94, 136, 185-188; three-paragraph composition, 116-120.

Paraphrasing, exercise in, 178-179.

Parentheses, use of, 211.

Paring Bee, *A*, 179.

Parts of speech—adjective, 79-87, 177; adverb, 79-87; conjunction, 102; noun, 36-37; preposition, 100; pronoun, 37-38, 50; verb, 29-30, 69-70, 84-85, 92.

Passive and active construction, 133-135.

Period, use of the, 207-208.

Phrase, definition of, 77; exercises on, 77-79; use of, 77.

Pilgrim's Progress, *The*, 136.

Pippa's Song, 13.

Plan of article, 120; exercises in making, 120; exercises on planning compositions, 196.

Planning compositions, 196-197.

Play-making, exercises in, 14, 43, 49, 64, 104, 105, 107, 108, 118, 119, 148, 149, 151, 195, 199, 200, 201, 203, 204.

Poems—*Crowning of Arthur*, *The*, 67; *Cuckoo Song*, *The*, 82; *Epitaph*, *An*, 205; *England*, 175; *Excalibur*, 64; *Famous Men*, 162; *Forsaken Merman*, *The*, 102; *Isles of Greece*, *The*, 46; *Hark! Hark! the Lark*, 58; *Holy Grail*, *The*,

- 88; *Home*, 157; *Lady of Shalott*, *The*, 25; *It is a Beauteous Evening*, 201; *Light-Keeper*, *The*, 115; *Limerick*, *A*, 33; *Lincoln, On the Funeral of*, 201; *Lullaby*, *A*, 39; *Pippa's Song*, 13; *Psalm xix*, 104; *Requiem*, *A*, 206; *Robin Hood and Allan-a-Dale*, 41; *Robin Hood and Guy of Gisborne*, 18; *Sands of Dee, The*, 80; *Sir Francis Drake*, 135; *Song of the Knights, The*, 138; *Wolsey's Soliloquy*, 206.
- Poppy Day, 152.
- Predicate, definition of, 30; exercises on, 30-32, 35, 51; recognition of, 29-30.
- Prefixes, 64-66, 125-126, 174-175.
- Preposition, definition of, 100; exercises on, 100, 102, 128.
- Pronoun, definition of, 37; exercises on, 37-38, 50.
- Proverbs, 175-176.
- Punctuation — apostrophe, 51, 213; brackets, 211; capital letters, 36, 207; colon, 144-145, 210; comma, 208-210; dash, 210-211; exclamation mark, 208; hyphen, 45, 212-213; interrogation mark, 208; italics, 213; parentheses, 211; period, 207-208; quotation marks, 211-212; semi-colon, 144-145, 210.
- Quotation marks, use of, 211-212.
- Reaping, The*, 177.
- Requiem, A*, 206.
- Resolution, definition of, 106; suggested, 106, 147, 167-169.
- Rhyming words, 17, 24, 69.
- Richard and Saladin*, 185.
- Robin Hood and Allan-a-Dale*, 41.
- Robin Hood and Guy of Gisborne*, 18.
- Robin Hood and the Golden Arrow*, 26.
- Roland*, 71.
- Ruth and Naomi*, 130.
- Sands of Dee, The*, 80.
- Scott, Sir Walter, 185.
- Semi-colon, use of the, 144-145, 210.
- Sentence—beautiful, 14, 131, 146, 170, 178, 180, 198-199; classification of, 181-184; division of, 29; enlargement of, 75-77, 86-88, 89-90; exercises on, 28, 47, 184; models of, 14, 132, 146, 170, 178, 180, 198; practice, 27, 70-71, 92-94, 131, 177; topic, 137; varying form of, 133, 181.
- Shakespeare, William, 58, 175, 206.
- Siegfried*, 55.
- Simile, 159-160.
- Sir Francis Drake*, 135.
- Sir Philip Sydney*, 75.
- Slang phrases, 107, 132.
- Sleep*, 165.
- Sleep, Baby, Sleep*, 152.
- Song*, 58.
- Song of the Knights, The*, 138.
- Speaking, exercises in, 44-46, 145-146, 199-200.

Stale words, 85.

Stevenson, Robert Louis, 115, 186, 206.

Stories — *Benjamin Franklin's Story*, 73; *Fable: Hercules and the Waggoner*, 22; *Flying Dutchman, The*, 47; *Good Saint Nicholas*, 14; *How Arthur Took Excalibur*, 62; *My First Fishing Excursion*, 116; *Robin Hood Wins the Golden Arrow*, 26; *Roland*, 71; *Ruth and Naomi*, 130; *Sir Philip Sydney*, 75; *Trifles Make Perfection*, 112; *Wandering Jew, The*, 46.

Subject, definition of, 30; exercises on, 30-35.

Suffixes, 66-67, 126-127.

Summary, 157-158.

Teach and learn, 124.

Tennyson, Alfred, Lord, 25, 64, 67, 88, 138.

Tense, 69-70, 92.

Thackeray, William Makepeace, 98.

Thinking, exercises in, 13-18, 53-57, 111-119, 155-161; imagination, 17, 115-118, 159; judging, 56-57, 160; memory, 16.

Thoughts, arrangement of, 111-112; collecting, in three ways,

15-18; principal, 13, 112, 155-157, 165; selecting the most important, 13, 54, 155-158.

Titles, choosing, 196.

Tongue twisters, 91.

Topic sentence, 137-138.

Trial of the Woodchuck, The, 162.

Trifles Make Perfection, 112.

Vanity Fair, 98.

Verb, definition of, 39; exercises on, 39-41, 69-70, 83, 92; telling time, 69-70.

Vocabulary—correct usage, 123-125, 143, 172-173; exact use of words, 121, 170; exercises, 23-25, 36-40, 48, 64-70, 81-85, 100-101, 121-122, 128, 170-177; homonyms, 144; nouns, 36; prefixes, 64-65; pronouns, 37-38; *shall* and *will*, 123-124; suffixes, 66-67; verbs, 39-40, 69-70; useful words, 14.

Vocabulary book, 68.

Vowel practice, 91, 146, 198.

Vulgarisms, 172-173.

Wandering Jew, The, 46.

Warner, Susan, 116, 179.

Winter in Canada, 139.

Wolsey's Soliloquy, 206.

Wordsworth, William, 201.

